DOCUMENT RESUME

ED 221 711 CE 033 877

TITLE	A Guideline Curriculum for Adult Basic Education: English, Grades 0-8.
INSTITUTION	Vancouver Community Coll., British Columbia.
SPONS AGENCY	British Columbia Dept. of Education, Victoria.
PUB DATE	80
NOTE	404p.
AVAILABLE FROM	Vancouver Community College, King Edward Campus, Cashier, 2750 Oak Street, Vancouver, BC, Canada V6H 3N2 ($15.00).
EDRS PRICE	MF01/PC17 Plus Postage.
DESCRIPTORS	*Adult Basic Education; Behavioral Objectives; Curriculum Guides; Developmental Programs; *English Instruction; Guidelines; Individualized Instruction; Instructional Materials; Learning Activities; *Reading Comprehension; *Reading Skills; *Spelling; Worksheets; *Writing Skills

ABSTRACT

Designed for use in Adult Basic Education (ABE) programs, this curriculum guide contains a skills outline, activities, materials, a bibliography of selected materials, and 343 worksheets dealing with word attack, spelling, reading, and writing skills. The curricular model presented utilizes a minimum essentials approach that passes students through an individualized program of formally stated behavioral objectives. Arranged according to level of difficulty, the exercises require students to perform a variety of activities including matching, filling in blanks, constructing sentences, expanding sentences, telling stories, paraphrasing, summarizing stories, writing stories and essays, studying words in context, writing definitions, and interpreting stories. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED221711

A GUIDELINE CURRICULUM

for

ADULT BASIC EDUCATION

ENGLISH

prepared by

BASIC EDUCATION DEPARTMENT FACULTY
KING EDWARD CAMPUS
VANCOUVER COMMUNITY COLLEGE

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
L. GOULD
M. WADDINGTON
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Copyright © 1978 by Vancouver Community College. All rights reserved. No part of this book may be used or reproduced in any manner whatsoever without written permission from the authors, except in the case where instructors or tutors duplicate from the materials section for the immediate use of their students.

Second Printing 1980

CE033877

A GUIDELINE CURRICULUM
for
ADULT BASIC EDUCATION
(English grades 0-8)

co-ordinated by
LAUREL GOULD

PROJECT COMMITTEE

Betty Cameron	Cynthia Onstad
Jane Delost	Don Richardson
Laurel Gould	Michael Szasz
Paulette Maglaque	Mary Waddington

Cover design by Leslie Spence, Audio-Visual Services
Langara Campus, Vancouver Community College

The Project Committee would like to thank the following people for their assistance in the project.

For contributions to the materials and activities sections:

Gwen Armstrong
Richard Darville
Frances Robinson
Calvin Sandborn

Diana Denton, ABE Learning Centre, Britannia Library

From the office of King Edward Campus, VCC:

Dorothy Moutter, Office Manager
Jerry Ryan and Louise Lister, Typists
Gwen Vine and Casey Lowe, Duplicating
Steve Baker, Receiver

Bev Nichols, Duplicating, Langara Campus, VCC.

This project was funded in part by the Ministry of Education, Province of British Columbia

TABLE OF CONTENTS

INTRODUCTION 1

CURRICULUM OUTLINE OF SKILLS 3

ACTIVITIES 12

MATERIALS 30

SELECTED FAVOURITE MATERIALS 33

WORKSHEETS PREPARED BY THE BASIC EDUCATION DEPARTMENT 41

Beginning Level

- Word Attack and Spelling — Beg 1 - 54
- Reading — Beg 55 - 69
- Writing — Beg 70 - 88

Intermediate Level

- Word Attack and Spelling — Int 1 - 86
- Writing — Int 87 - 163

Advanced Level

- Spelling — Adv 1 - 41
- Writing — Adv 42 - 92

BIBLIOGRAPHY

INTRODUCTION

In May, 1976, World Literacy of Canada drew attention to some startling statistics from the 1971 Canadian Census. These showed that 4,574,130 Canadian adults were considered to be functionally illiterate, that is, with less than a Grade nine education. Of that large number, 328,690 reside in British Columbia.[1]

Before 1960, adult upgrading programs to a Grade four or five level were being offered in night schools in Vancouver. In 1971, these classes were consolidated at King Edward Campus of Vancouver Community College to provide a program from a zero to a Grade eight level. This program is still in existence. Since 1971, there has been a great increase in enrolment and a corresponding increase in instructional staff.

Initially the program suffered from a lack of a co-ordinated approach to curriculum. Then, a curriculum was developed based on a 'check list' of basic skills in English. To meet the demands of a growing and changing enrolment, instructors developed materials and located (with difficulty) some appropriate published materials. The 'check list' was expanded into a more comprehensive literacy curriculum.

The Basic Education Department at King Edward Campus has received many requests from other programs throughout British Columbia for materials produced by the instructors, for bibliographies and resource materials, and for guidance in curriculum. To serve these needs, we have articulated our goals and objectives, compiled and organized many of our materials, outlined some of our more successful teaching methods, and assembled a bibliography.

---

[1] Audrey Thomas, Adult Basic and Literacy Activities, 1975-76, World Literacy of Canada, Toronto,Ont. 1976.p.8.

One curricular model is the "minimum essentials" approach. This aims at passing students through an individualized program of formally stated behavioral objectives.

However, we have chosen to employ a "developmental" curriculum, with beginning, intermediate and advanced levels. This model poses general instructional goals of reading and writing skills which are aimed at as ideals. Each student is encouraged to attain the maximum possible level of competence and to apply that in a variety of practical situations. Students are organized in small classes in which they can encourage and assist one another, as well as dispel feelings of isolated incompetence.

In recognition of the growing need to provide provincial access to the King Edward Basic Education Department curriculum, the Ministry of Education responded favorably to a request for project funds.

We realize that any curriculum is part of an evolving process. Thus, we offer this curriculum as a guideline, not as a definitive program for teaching adults. We feel that this curriculum package is a worthwhile contribution to the field of Adult Basic Education and hope that you will find it a useful tool in your program development.

CURRICULUM OUTLINE OF SKILLS

GOALS AND OBJECTIVES

The following pages outline a developmental curriculum of instructional objectives listed vertically under the headings of;

1. Reading Comprehension Skills
2. Word Attack and Spelling Skills
3. Writing Skills
4. Applied Skills

The overall goals are;

1. Reading with Literal and Critical Comprehension
2. Communicating Effectively in Written Form
3. Applying Basic Skills of Reading and Writing in a Variety of Situations.

The instructional objectives under the various skill headings are aligned horizontally.

GOALS

READS WITH LITERAL AND CRITICAL COMPREHENSION

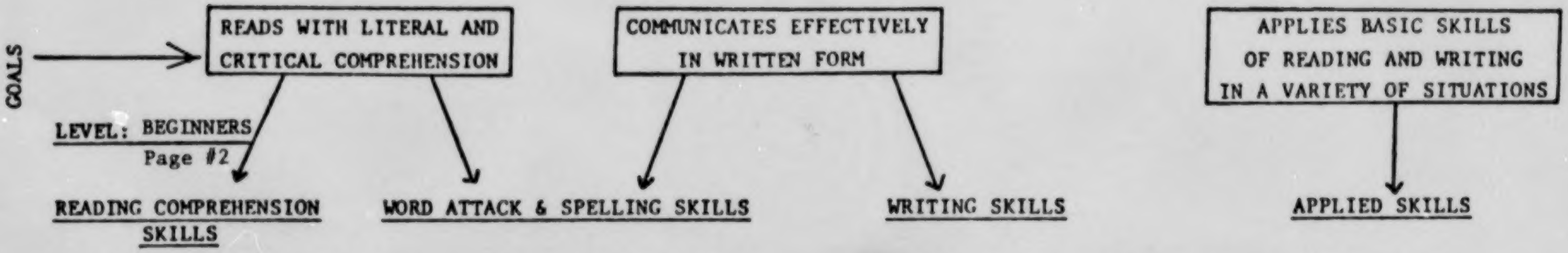
COMMUNICATES EFFECTIVELY IN WRITTEN FORM

APPLIES BASIC SKILLS OF READING AND WRITING IN A VARIETY OF SITUATIONS

LEVEL: BEGINNERS

Page #1.

READING COMPREHENSION SKILLS	WORD ATTACK & SPELLING SKILLS	WRITING SKILLS	APPLIED SKILLS
labels two words as the same or different given a written list of words	copies shapes, numbers and letters		follows simple oral instructions
identifies the visual similarities and differences between shapes, numbers, letters and words			
identifies the visual beginning and end of a word, of a cartoon sequence, of a sentence	states the number of words in a simple sentence given orally	copies words and sentences	follows directions given in picture symbols e.g. + - $ ¢
identifies and names all the letters of the alphabet written in capital and small letters	identifies and pronounces the regular sound of each consonant and associates it with its letter		
associates written words with what they represent	identifies and writes down the initial consonant and/or the final consonant in words given orally		
reads numbers to 100	identifies and pronounces the short sound of each vowel and associates it with its letter	writes all letters in upper and lower case letters from memory	states and writes own name and address and telephone no.
	identifies rhyming words given orally		


GOALS
READS WITH LITERAL AND CRITICAL COMPREHENSION
COMMUNICATES EFFECTIVELY IN WRITTEN FORM
APPLIES BASIC SKILLS OF READING AND WRITING IN A VARIETY OF SITUATIONS

LEVEL: BEGINNERS
Page #2

READING COMPREHENSION SKILLS	WORD ATTACK & SPELLING SKILLS	WRITING SKILLS	APPLIED SKILLS
sounds out regular CVC * words	states the number of sounds in a phonetically regular CVC word given orally	writes numbers to 100 in numerals	reads price tags
reads orally short sentences composed of known sight words and CVC words	fills in the missing letter in a regular CVC word	punctuates end of sentences with a period or question mark	alphabetizes words according to first letter
	spells regular words in written work or when given in a dictation	capitalizes the names of people and places and beginning of sentences	addresses envelopes
uses context to identify common words	hears and identifies long vowel sounds	selects a word to complete a sentence	identifies common written signs e.g. STOP DANGER WALK
reads and orally identifies characters and events	reads, pronounces, spells some basic sight words after repeated experience	constructs sentences from short lists of subjects and predicates	locates phone numbers in phone book given the name and address
follows simple written instructions	takes down simple sentences given orally	re-assembles a mixed-up sentence	follows directions on labels and packages
	reads, pronounces, spells simple short vowel words with /K/ sound at beginning and end	completes a simple sentence when given a fragment	reads and follows simple charts, maps and diagrams

* Consonant Vowel Consonant

GOALS →

READS WITH LITERAL AND CRITICAL COMPREHENSION

COMMUNICATES EFFECTIVELY IN WRITTEN FORM

APPLIES BASIC SKILLS OF READING AND WRITING IN A VARIETY OF SITUATIONS

LEVEL: BEGINNERS
Page #3

READING COMPREHENSION SKILLS	WORD ATTACK & SPELLING SKILLS	WRITING SKILLS	APPLIED SKILLS
	reads, pronounces, spells simple short vowel words with final double consonants (ll, ss, ff)	distinguishes between sentences and fragments of sentences	
	reads, pronounces, spells simple short vowel words with consonant combinations representing one sound. -sh,ch,th,ng,wh		
reads and answers short detail questions like who, what, where, when, how	reads, pronounces, spells plural forms of regular sight words and simple short vowel words	constructs sentence answers to questions using words and phrases in question	reads and fills in simple forms with fill in the blanks, true/false,multiple choice and short answer questions.
	reads, pronounces, spells simple short vowel words with consonant blends that represent two sounds	uses singular and plural of regular nouns and the singular possessive of nouns correctly in sentences	
matches words with definitions	reads, pronounces, spells some simple common words with/ar/and/er/		
	identifies the common patterns for simple short vowel words	writes sentences using a spelling or vocabulary word	
identifies punctuation marks as clues to word and sentence meaning	identifies root words when shown sight words and simple short vowel words with suffixes ing, er, ed, es, y.	writes simple declarative and interrogative sentences	composes a short written message

GOALS

READS WITH LITERAL AND CRITICAL COMPREHENSION

COMMUNICATES EFFECTIVELY IN WRITTEN FORM

APPLIES BASIC SKILLS OF READING AND WRITING IN A VARIETY OF SITUATIONS

LEVEL: BEGINNERS
Page #4

READING COMPREHENSION SKILLS	WORD ATTACK & SPELLING SKILLS	WRITING SKILLS	APPLIED SKILLS
reads and relates sequence of events	reads, pronounces, spells sight words and simple short vowel words with suffixes when there is no change in root word		
reads and orally summarizes a story	reads, pronounces spells simple and known words with suffixes when final consonant has been doubled or silent e dropped	writes sentences in simple present, past and future and present progressive tenses	
identifies relationships by classifying words	reads, pronounces, spells some common homonyms, compounds		
locates and states the main idea	hears number of syllables in a word	writes short personal experience stories	uses table of contents to locate items
	reads, pronounces, spells numbers to 100		

GOALS →

READS WITH LITERAL AND CRITICAL COMPREHENSION

COMMUNICATES EFFECTIVELY IN WRITTEN FORM

APPLIES BASIC SKILLS OF READING AND WRITING IN A VARIETY OF SITUATIONS

LEVEL: INTERMEDIATE
Page #1.

READING COMPREHENSION SKILLS	WORD ATTACK & SPELLING SKILLS	WRITING SKILLS	APPLIED SKILLS
identifies emotional reactions of story characters	identifies the number of syllables in written words		
supports answers with details from reading	distinguishes between the long and short sounds of each vowel	distinguishes between sentences and fragments or run-ons	alphabetizes words that begin with the same three letters
	reads, pronounces, spells simple words with long vowel sounds		uses an index to locate information in a book
organizes in sequence words, sentences, paragraphs	reads, pronounces, spells simple words with three letter consonant blends	identifies and uses correct paragraph form	uses guide words to locate information in a book
uses context to find meaning of words	identifies the common patterns in simple long vowel words	uses noun plurals and possessives correctly	uses dictionary to check spelling and locate meaning of words
identifies cause and effect in a story	reads, pronounces, spells words with the suffixes: ed,est,es,en, er,ing,y,ful,s,ly,less,ness, ment,th.	capitalizes proper nouns, titles, sentence beginnings	
identifies, produces, uses synonyms and antonyms	reads, pronounces, spells names of days and months	uses simple and progressive verb tenses correctly	
relates reading to real life situations	reads, pronounces, spells common contractions and abbreviations	composes and punctuates declarative interrogative, imperative, exclamatory sentences	

GOALS →

READS WITH LITERAL AND CRITICAL COMPREHENSION

COMMUNICATES EFFECTIVELY IN WRITTEN FORM

APPLIES BASIC SKILLS OF READING AND WRITING IN A VARIETY OF SITUATIONS

LEVEL: INTERMEDIATE
Page #2

READING COMPREHENSION SKILLS	WORD ATTACK & SPELLING SKILLS	WRITING SKILLS	APPLIED SKILLS
compares and contrasts elements in a story	reads, pronounces, spells common two-syllable, phonetically regular words with long or short vowel sound in the first syllable e.g. diner or dinner	prepares simple outlines for paragraphs, summarizes a paragraph or short story by listing important events	
infers-main idea, supporting details, sequence, comparisons, cause and effect-when not specifically stated in reading material	divides words in syllables	writes short expository paragraphs that explain a simple process	uses dictionary to find number of syllables in word and how to divide word into syllables
draws conclusions	reads, pronounces, spells words containing the vowel combinations: oo,aw,au,ow,ou,oi,oy,ew,ek,ie	uses adjectives and adverbs to enhance writing	locates books in library by use of card catalogue
predicts outcomes	reads, pronounces, spells common irregular plurals f-ves o-os, oes, goose-geese	writes descriptive paragraphs	uses dictionary to find pronunciation and stress to words
detects mood and atmosphere of story	identifies stressed syllable	punctuates with comma - series and interrupting elements	reads and follows instructions on care and operation of such common things as home appliances, automobiles...
explains meaning of figurative language	reads, pronounces, spells words with silent consonants	differentiates between and punctuates direct and indirect quotes	
	reads, pronounces, spells words with common prefixes	writes simple, complex and compound sentences	writes different types of letters

GOALS

READS WITH LITERAL AND CRITICAL COMPREHENSION

COMMUNICATES EFFECTIVELY IN WRITTEN FORM

APPLIES BASIC SKILLS OF READING AND WRITING IN A VARIETY OF SITUATIONS

LEVEL: ADVANCED
Page #1

READING COMPREHENSION SKILLS	WORD ATTACK & SPELLING SKILLS	WRITING SKILLS	APPLIED SKILLS
discriminates between fact and opinion	reads, pronounces, spells words to which suffixes have been added including those ending in ce,ge,y and in which stress is a factor	writes sentences that show subject verb agreement	completes common government, banking and application forms
distinguishes relevant from irrelevant	reads, pronounces, spells common words with unstressed vowel sounds	uses adjective and adverb forms correctly	researches and writes reports and other projects
detects author's point of view and/or bias	reads, pronounces, spells common words with unusual patterns	uses pronoun forms correctly	summarizes factual material
identifies connotation and denotation	reads, pronounces, spells increasingly difficult words that follow regular (vowel and consonant, prefix and suffix) patterns		uses common reference books such as dictionary encyclopedia, thesaurus, atlas
discriminates between reality and fantasy	reads, pronounces, spells a list of commonly misspelled words	punctuates own writing properly	prepares a personal data sheet or resume to accompany a letter or application
appraises validity of material from own experience and other criteria	reads, pronounces, spells words with a variety of prefixes and suffixes	writes well organized, logical paragraphs for different purposes	interprets advertisements, newspaper stories
			acquires information from and about agencies

GOALS →

READS WITH LITERAL AND CRITICAL COMPREHENSION

COMMUNICATES EFFECTIVELY IN WRITTEN FORM

APPLIES BASIC SKILLS OF READING AND WRITING IN A VARIETY OF SITUATIONS

LEVEL: ADVANCED
Page #2

READING COMPREHENSION SKILLS

reads and discusses longer and more complex short stories and articles

WORD ATTACK & SPELLING SKILLS

WRITING SKILLS

expresses and argues point of view in essays of 2-3 paragraphs

APPLIED SKILLS

** Throughout the program we try to develop speaking and listening skills and the ability to complete work within a designated time limit.

ACTIVITIES

This section is a compilation of activities that instructors have used successfully with their students. It is arranged in three sections. Although an attempt has been made to rank order these activities, they may be adapted for use at varying skill levels. The categorization is arbitrary: often it is difficult to isolate particular skills.

The three categories are as follows:

A. WORD ATTACK AND SPELLING
Includes activities for teaching phonics, spelling and vocabulary building.

B. READING AND WRITING
Includes activities for teaching the component parts of sentences, punctuation, paragraphs and general writing skills.

C. APPLIED SKILLS
Includes activities in which assumed skills are applied to practical tasks.

A. WORD ATTACK and SPELLING SKILLS

ACTIVITY 1:

Discriminating consonant and vowel sounds.

Procedure:

1. Choose a particular vowel or consonant sound. eg. /d/ - dog.
2. Students listen to a word group and try to identify orally the word(s) that contain the given sound.

Variations:

1. Identifying initial, final and medial consonant sounds.
2. Discriminating consonant sounds, building from single sounds, to consonant combinations, to consonant blends in a given word group.
3. Writing the given sound(s).

ACTIVITY 2:

Identifying final consonant sounds.

Procedure:

1. A student says a word.
2. Next student says a word that begins with the final consonant sound of the first word. eg. pan - nest - tell - leg

Variations:

1. Giving words related in meaning.
   eg. cat - toad - dog - goat

ACTIVITY 3:

Developing listening and recall skills.

Procedure:

1. Say a short sentence.
2. A student repeats sentence word for word.

Variations:

1. Writing the sentence.
2. Saying and writing digits in a series.
   eg. 2 - 6 - 8 - 10, 7 - 9 - 4 - 1 - 5
3. Saying and writing letters in a series.
   eg. K - B - D, C - O - L - G - M - S - W

ACTIVITY 4:

Rhyming.

Procedure:

1. Write words on the board for which there are abundant rhymes.
2. Students, individually or in groups, write rhyming words for each word.

Variations:

1. Writing a couplet using two of the rhyming words.
2. Writing quatrains with rhyme schemes of abab or aabb.
3. Writing more complicated patterns of poetry.
   eg. limericks.

ACTIVITY 5:

Identifying words with affixes.

Special Materials:

Supermarket flyers, newspapers, etc.

Procedure:

1. List words with affixes.
2. Identify root words.
3. Identify prefixes and suffixes.

Variations:

1. Identifying compound words and their components.
2. Identifying contractions and their components.

B. READING and WRITING SKILLS

ACTIVITY 1:

Identifying sequence.

Special Materials:

1. Cartoon strips cut into picture frames.

Procedure:

1. Give students a scrambled cartoon strip.
2. The student arranges the cartoon in sequence.

Variations:

1. Telling the cartoon story.
2. Writing the cartoon story.
3. Sequencing cut-up newspaper headlines.

ACTIVITY 2:

Composing and identifying a sentence.

Procedure:

1. A student says one word, the next student another, etc. until a sentence is formed.
2. At that point, the next student says "Stop". eg. An old dog scratched his left ear (stop).

Variations:

1. Composing a story.
2. Writing the sentence or the story.

ACTIVITY 3:

Copying sentences and filling in the blanks.

Special Materials:

1. Worksheet with vocabulary words.

Procedure:

1. Write sentences on the blackborad, each sentence containing a blank for a vocabulary word.
2. Students copy sentences onto the worksheet, filling in the blank with an appropriate vocabulary word.

ACTIVITY 4:

Composing sentences from given words.

Special Materials:

1. Word cards compiled from Dolch or comparable sight vocabulary lists.

Procedure:

1. Student chooses word cards to form a sentence.
2. Student arranges cards in a sentence.
3. Student reads the sentence.
4. Student copies the sentence.

Variations:

1. Composing sentences where only a few words are given.
2. Composing sentences where the words given imply complex sentences. eg. unless, be able, take care.

Reading and Writing Skills, cont.

ACTIVITY 5:

Expanding simple sentences.

Procedure:

1. Write simple sentences on the board.
2. Students expand these sentences using modifiers and clauses.

ACTIVITY 6:

Identifying different types of sentences.

Procedure:

1. Read sentences aloud.
2. Students write end punctuation only for the sentences.

Variations:

1. Writing sentences with the end punctuation given.

ACTIVITY 7:

Practising punctuation.

Procedure:

1. Dictate a paragraph or a short story.
2. Students punctuate.

Variations:

1. Dictating sentence by sentence.
2. Dictating without sentence distinction.
   eg. 3 words at a time.
3. Handing out copies of an unpunctuated text.

ACTIVITY 8:

Practising Punctuation

Procedure:

1. A student writes a short paragraph.
2. The student copies out the paragraph without punctuation.
3. Pairs of students exchange paragraphs and punctuate them.
4. Students return the paragraphs and discuss the punctuation.

ACTIVITY 9:

Identifying how punctuation affects meaning.

Procedure:

1. Write sentences on the board that are ambiguous without punctuation.
   eg. Woman without her man would go berserk.
2. Students punctuate in as many different ways as possible.
   eg. Woman, without her man, would go berserk!
   Woman! Without her, man would go berserk!

ACTIVITY 10:

Writing quotations with explainers.

Procedure:

1. Students, working in pairs, record their dialogue.
   eg. How are you today.
   Fine, thank you.
2. Students then add quotation marks and explainers.
   eg. "How are you today?" said Sam.
   Ann answered, "Fine,thank you."

ACTIVITY 11:

Writing a paragraph from randomly selected words.

Procedure:

1. Students choose at random a set number of words from the dictionary.
2. Students read and learn the meanings of the words.
3. Students write a coherent paragraph using the words.

ACTIVITY 12:

Writing definitions.

Procedure:

1. Write a set number of words on the board.
2. Students write definitions.
3. Students read and compare definitions.
4. Students' definitions are compared with the dictionary definitions.

ACTIVITY 13:

Recognizing the use of idioms and clichés.

Procedure:

1. Students and instructor compile a list of idioms and clichés. eg. caught a cold / straight as an arro
2. Students write a paragraph using as many idioms/clichés as possible.
3. Students re-write the paragraphs without idioms/clichés.

Reading and Writing Skills, cont.

ACTIVITY 14:

Studying words in context.

Procedure:

1. Students read a short story in which key vocabulary words are underlined.
2. Students define the words, orally or in writing, using context clues.

Variations:

1. Composing sentences from vocabulary words.

ACTIVITY 15:

Summarizing a story.

Procedure:

1. The class reads a story.
2. Discuss the main events of the story and list them chronologically on the blackboard.

Variations:

1. Writing a summary of a written story.
2. Writing a summary of a story read aloud by by the instructor.

ACTIVITY 16:

Paraphrasing.

Procedure:

1. Write a short passage chosen for its particular style or form on the board. eg. limerick,paragraph from the newspaper.
2. Students, individually or in groups, rewrite the passage in their own words.
3. Students discuss and compare different versions.

ACTIVITY 17:

Interpreting a story.

Procedure:

1. Students read a carefully selected story.
2. The class makes a chronological list of events in the story,entitled Facts.
3. The class makes a list of possible themes of the story, entitled Meanings.
   eg. loneliness, jealousy, love.
4. The student chooses two themes which she/he feels are important and discusses each one in a paragraph.

ACTIVITY 18:

Writing an essay.

Procedure:

1. A topic for the class essay is selected. eg. "Advice to the new student."
2. A list of items to be covered is compiled, including the introduction and the conclusion.
3. Each student chooses a different item and writes a paragraph on it.
4. Copies of all the paragraphs are distributed to each student.
5. Students, individually or in groups, order, edit and re-write the paragraphs in essay form.

C. APPLIED SKILLS

ACTIVITY 1:

Using a dictionary to find word origins.

Procedure:

1. Give a list of words with significant or interesting origins.
   eg. Days of the week.
2. Students locate words in the dictionary.
3. Explain how to interpret the etymological information.

ACTIVITY 2:

Writing a letter.

Procedure:

1. Write three questions on the board.
   a. Are you making good progress?
   b. If not, why not?
   c. What are your suggestions?
2. Student replies in a three paragraph letter.
3. The instructor writes a letter to each student in response.

Applied Skills, cont.

ACTIVITY 3:

Writing a contract.

Procedure:

1. Explain the nature and format of a contract.
2. Students, individually or in groups, list the students' and instructor's responsibilities in the learning situation.
3. Each student selects items from both lists and draws up her/his personal contract.
4. The student and instructor negotiate the contract and sign when an agreement is reached.

Variations:

1. Contracts may be between groups or the class and the instructor.
2. Contracts may be between two students.

ACTIVITY 4:

Using a map.

Special Materials:

1. Outline map of the local area.

Procedure:

1. Students identify areas and write place names on the map. eg. own town, area, college.

Variations:

1. Maps of other areas of interest.
   eg. provinces, Canada.

Applied Skills, cont.

ACTIVITY 5:

Using the library.

Procedure:

1. Explain how to use the library.
   eg. call numbers, author-title/subject catalogues.
2. Students choose a specific topic to research in the library.
3. Library tour.
4. Students locate information in the library on their topics.
5. Students write a short report on their findings.

Variations:

1. Using other resource centers, eg. museum, learning centre, planetarium, archives, etc.

ACTIVITY 6:

Filling in forms.

Special Materials:

1. Forms: banking forms, income tax, job application
   welfare, UIC, medical forms, ICBC,accident
   report forms, Workers' Compensation forms,

Procedure:

1. Distribute appropriate forms.
2. Explain the wording on the forms.
3. Students, with instructor's assistance, fill out the forms.

Variations:

1. Depending on the forms used.

SOME IDEAS FOR MOTIVATING AND DIRECTING WRITING

1. Writing in response to a film, film strip, picture, etc.
2. Writing from a chosen theme.
   eg. love, fear, brotherhood
3. Writing from a provoctive slogan.
   eg. There are many things worth living for; there are a few things worth dying for; but there is nothing worth killing for.
4. Writing from a specific title.
   eg. The Haunted House.
5. Writing from a given circumstance.
   eg. You are broke, hungry and in a strange town.
6. Writing from a given beginning.
   eg. The car swerved, there was a screeching of tires and then a crash.
7. Writing from a given ending.
   eg. All that remains to remind us of Bill's restaurant is the broken sign blowing in the wind.
8. Silent Day: During the class time students and instructor can communicate with each other by writing memos. Instructions and discussion are all written.
9. Writing a daily journal.
10. Writing jokes.
11. Writing recipes.
12. Writing ads.
13. Writing a "Dear John" letter. Responding to a "Dear John" lette
14. Writing "My Official Stand On...."
15. Writing from the perspective of an inanimate object.
    eg. My life as a tennis ball. Complaints of an old shoe.

Listed below are some teaching techniques that instructors have used successfully:

1. Lecture with audio/visual devices as aids.
2. Debate.
3. Drill.
4. Group discussion.
5. Round table.
6. Setting up and carrying out projects under supervision.
7. Role-playing.
8. Brainstorming.
9. Co-operative exercises, eg. blackboard stories.

MATERIALS

Instructors of adult students frequently express the need for more materials for their students. First, they seek materials which are designed for adults. Second, but not less important, they seek Canadian materials.

THE NEED FOR ADULT-ORIENTED MATERIALS

While adults in Basic Education are learning the same skills as elementary school students, the materials should be different. Adult students learning to read do not have the same interests as their six-year-old counterparts. Since interest is crucial to learning, materials designed for adults are necessary. Furthermore, since adults have less time to accomplish their goals, materials which provide basic skills -- a comprehensive core -- are necessary. While the instructor can make selections appropriate to needs, the process would be simplified by materials which are designed to meet these needs.

(It should be noted that adult students are incredibly tolerant in their effort to learn to read. Eager to learn, they will attempt to use any materials provided. However, this is not an ideal situation.)

THE NEED FOR CANADIAN MATERIALS

Because the argument for Canadian materials (at all levels) has been topical for the past decade, it is almost a cliché to present that argument here. There are, however, three specific points which should be made.

Relevance

Learning is facilitated by materials which relate to places, customs and experiences with which the learner is familiar. For (Canadian) adults, the Canadian "experience" is already a common one. Thus, Canadian materials reinforce their understanding.

Time

Since adults are limited in the amount of time that they have to accomplish certain skills, materials with familiar content are more easily digested. Thus, learning time is accelerated.

Identity

Adults returning to school, especially in the lower levels, almost always lack confidence. Their poor self-concept is often one of the first barriers that must be overcome. Every positive activity or experience helps to eliminate that low self-image. Canadian materials with Vancouver or Montreal rather than New York or San Francisco as the focal point sometimes help the student to overcome a sense of being a "marginal man" in his own country.

The following section consists of:

A. Selected Favorite Materials for the Three Levels
B. Instructor-prepared Worksheets
C. A Resource Bibliography

CHART OF SELECTED "FAVORITE" MATERIALS

The chart that follows lists materials[*] preferred by the instructors. As stated, there is a lack of Canadian/adult materials. This list of "favorites", therefore, should not be regarded as the "answer" to this shortage problem.

---

[*] Full bibliographic information will be found in Part C.

The chart also indicates clearly that a particular shortage exists at the beginning level. Thus, teacher-prepared materials provide the foundation here.

SELECTED FAVOURITE MATERIALS

BEGINNING LEVEL

READING

THE NEW STREAMLINED ENGLISH SERIES
-Skill Book 1 by
Laubach, et al.

(This is only for the complete illiterate. It gives sight words, vocabulary, and teaches the printing of the alphabet.)

SRA Kit - IA

SPELLING

MOTT BASIC LANGUAGE SKILLS PROGRAM, 300A
by B. Chapman, et al.

DOLCH BASIC WORD LIST

FLASH CARDS

SYSTEMS FOR SUCCESS
by R.L. Henney
*(teacher resource)

A selected basic phonics book can be used. The teacher can select the order for teaching and then choose a book. There are many basic picture and sound books available.

WRITING

Teacher-Developed Assignments from Materials used.

Copying from materials presented.

SELECTED FAVOURITE MATERIALS

INTERMEDIATE LEVEL

READING

READING SKILL BUILDERS
Level 3

SPECIFIC SKILL SERIES
by Richard A. Boning

STUDY EXERCISES FOR DEVELOPING READING SKILLS
(B) by Paquet & Foster

SPIRALS by Anita Jackson

SRA KIT - IIB

SPELLING

THE NEW STREAMLINED ENGLISH SERIES by Laubach et al.
Teachers' Guide for Books
1 - 3
* [teacher reference]

TEACHING SPELLING by. V. Thomas *[teacher reference]

WORDS AND PATTERNS
Level C
by Day and Lightbody

BENNER TOUBLESHOOTER SERIES
by Benner and Law

WRITING

A FIRST BOOK IN COMPREHENSION PRECIS, AND COMPOSITION by
L. G. Alexander

IDEA BOX** page 39

WORLD OF VOCABULARY I
by S. Rauch

THE READING ROAD TO WRITING
by R. R. Potter

SELECTED FAVOURITE MATERIALS

ADVANCED LEVEL

READING

PROFILES

THE READING ROAD TO WRITING by R. R. Potter

BASIC READING SKILLS

CONFLICTS SPECULATIONS AWAKENINGS, FAILURES, CHANGES (Ginn and Company)

SPELLING

WORDS AND PATTERNS, Level D, Level E by Day and Lightbody

MORPHOGRAPHIC SPELLING BY R. Dixon

SPELLING (Cambridge Book Company)

WRITING

BASIC ENGLISH REVIEW (Canadian Edition) by Schacter and Elliot

GRADED EXERCISES IN ENGLISH

ELEMENTARY STORIES FOR REPRODUCTION by L. Hill

Besides textbooks (workbooks), many other readily available and inexpensive materials can be used to construct reading and writing exercises.

MATERIALS

hydro and telephone bills
T.V. guides and the movie pages
Maps - streets, cities, provinces, the world
flyers - groceries, sales, etc.
coupons
income tax forms
medical pamphlets
pill bottles - (reading directions)
credit forms - terms of agreement
street signs
thermometers - temperatures
Metric conversion charts
driver's license booklets
tenant agreements
receipts
recipes
menus
schedules - bus, train, plane, ferry, etc.
labels - ingredients, washing instructions
surveys - Statistics Canada
banking forms
comics, magazines, newspapers
practical legal information
telephone books
advertisements
want ads
dictionary

patterns (for sewing or knitting) - following directions
guarantees, warranties
unemployment insurance forms
directions for use through pictures - EG. how to assemble an appliance
songs
abbreviations in common use - B.C. CBC etc.

AUDIO-VISUAL MATERIALS

The blackboard is our main "visual device". We do, however, make some use of other audio-visual materials when they are available.

Filmstrip projector
16 mm projectors
overhead projector / transparencies
movie screen
blank cassettes / tapes
videotape machine
camera work
public address system

IDEA BOX

Materials:

1. Small container - (box-file) for 8" x 5" cards.
2. Paste pictures, postcards, poems, titles, topic sentences onto cards.
3. Put 2 or 3 writing ideas on the back of each card and also the statement: "Make up your own idea."

Procedure:

1. Each student selects a card and writes on one of the ideas given.

Writing Idea Examples:

1. Use the sentence on this card as the first sentence or the last sentence in a paragraph or in a short story.
2. Use the words on this card as the TITLE or MAIN IDEA of a story or essay.
3. Write a DESCRIPTIVE PARAGRAPH about the person in this picture. Choose words that paint a WORD PICTURE for your reader. Show what makes this person special or different than other people.
4. What is she/he thinking? Write a paragraph telling what this person is thinking about. Use her/his words and write them as if she/he were thinking them right at this minute.
5. What are they talking about? Write down the conversation these people are having. You can given them names or pretend you're eavesdropping on some strangers.

Idea Box, cont.

6. YOU ARE THERE! Describe the scene in this picture as if it were actually in front of you right now. Use vivid words to express what you SEE, FEEL, HEAR, SMELL, TASTE. Capture the scene for your reader in a paragraph.
7. Use the scene in this picture as the setting for a story.
8. WHAT'S HAPPENING? Pretend you are watching this scene from a window. Tell what is happening as if you were watching it happen now. Use only PRESENT TENSE.
9. Does this picture give you an idea for a poem? Try writing a short piece of poetry.

WORKSHEETS PREPARED BY THE BASIC EDUCATION DEPARTMENT

Over the years, the faculty of the Basic Education Department has developed many worksheets to supplement commercially published materials. The following pages are a collection of worksheets which have proven useful to our students. They have been organized in Beginning, Intermediate and Advanced Levels to coincide with the Curriculum Outline of Skills. We invite instructors and tutors to duplicate these worksheets for their students. They have been ordered in the following manner.

BEGINNING LEVEL

Word Attack and Spelling

Beginning and Ending Consonant Sounds
Reading Short Vowel Sounds
Spelling /k/
Plurals and Blends
Reading /ar/ *and* /er/
Beginning Suffixes
Possession 's
Homonyms
Sight Words
Signs
Numbers
Alphabetical Order

Reading

15 stories with controlled vocabulary

Writing

The Sentence
Use of a *and* an
Punctuation and Capitalization
Introduction to Tense

INTERMEDIATE LEVEL

Word Attack and Spelling

Long Vowel Sounds
Adding Suffixes
Syllabication
Spelling Patterns of Two-syllable Words
Other Vowel Sounds /ü/, *unusual* /ŏ/, /ou/,
/oi/, /ôr/, /ėr/, /ăr/.

INTERMEDIATE LEVEL continued

Word Attack and Spelling
- ei *and* ie
- *Silent Consonants*
- *Spelling* /k/
- *Spelling* /ik/
- *Compound Words*
- *Homonyms*
- *Synonyms*
- *Antonyms*
- *Contractions*
- *Dictionary Skills*
- *Pronunciation Symbols*

Writing
- *The Sentence*
- *Subject and Predicate*
- *Run-on Sentences*
- *Compound and Complex Sentences*
- *Kinds of Sentences*
- *Parts of Speech*
- *Plurals*
- *Possession*
- *Capitals*
- *Nouns and Determiners*
- *Adjectives*
- *Verbs*
- *Tense*
- *Irregular Verbs*
- *Adverbs*
- *Prepositions*
- *Commas*
- *Quotation Marks*
- *Punctuation*
- *Paragraphs - Narrative, Descriptive, Expository*
- *Clichés*

ADVANCED LEVEL

Spelling
- *Regular Spelling Patterns*
- *Spelling* /f/
- *Hard and Soft Sounds of* C *and* G
- *Spelling* /j/
- *Spelling* /k/
- *Spelling* /ch/ *and* /sh/
- *Suffixes*
- *The Logic Tree for Adding Suffixes*
- *Silent* e
- *Stress and Doubling*

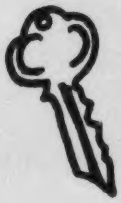
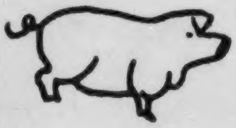
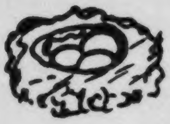
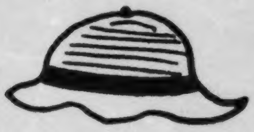
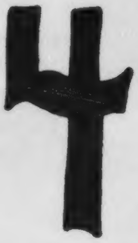
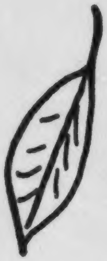
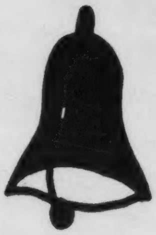
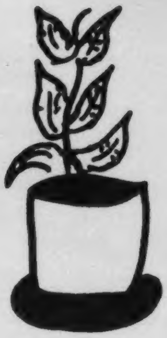
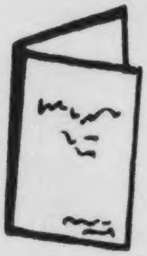
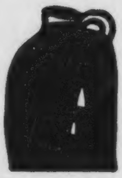
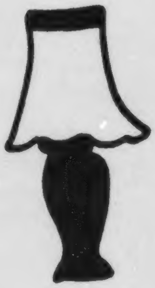
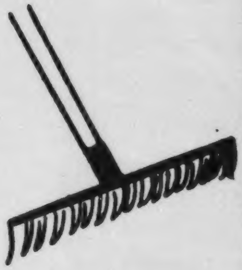
ADVANCED LEVEL continued

Spelling
- *Prefixes*
- *Plurals*

Writing
- *Pronouns*
- *Verb Tense*
- *Subject Verb Agreement*
- *Adjectives and Adverbs*
- *Punctuation*
- *The Comma*
- *Sentence Combining*
- *Run-on Sentences*
- *Reading Stories*
- *Writing Short Essays about Stories*
- *Paraphrase*
- *The Business Letter*

BEGINNING CONSONANTS

DIRECTIONS: Circle the letter you hear at the beginning of the word.

s m  k l	g p  r b	n d  m t	r t  f h
f r  g k	t f  l y	d b  l v	t w  p s
k m  y b	j l  k g	p w  l s	y r  k m

© VCC

CONSONANTS

Bb Cc Ff Dd Gg

DIRECTIONS: Look at the first letter on each line. Then circle the same letter when you see it across the line.

Example:

a	t	[✓ a]	r	f	g	[✓ a]	b
B	T	P	B	C	W	B	N
b	s	b	i	w	b	p	b
C	F	G	H	P	C	C	O
c	c	v	b	c	q	r	c
F	Y	U	P	F	E	F	H
f	w	f	u	x	f	v	m
D	A	H	D	L	D	O	Y
d	q	a	s	d	n	d	q
G	M	O	B	R	G	W	G
g	j	g	t	g	r	w	g

ORAL RHYME:

DIRECTIONS: When I say a word, give me another word that rhymes with it.

BAT	CUT	FIN	DOG	GET
BIN	CAT	FOG	DIG	GO
BAG	CUT	FAN	DOT	GILL

© VCC

BEGINNING CONSONANTS

DIRECTIONS: Circle the words that begin with the letter on the line.

b	bird	cup	bad	be	did	big
c	hand	cat	cup	bird	and	cob
d	jump	dish	bird	did	tam	cat
f	fish	man	neck	fat	puff	fun
h	hat	hand	cup	his	we	bad
g	jump	get	peg	cup	go	you
j	yes	got	jog	pet	jam	jump
k	key	to	kit	kill	cap	look

DIRECTIONS: Copy each letter six times.

b

c

d

f

h

g

j

k

© VCC

BEGINNING CONSONANTS

DIRECTIONS: Read the following sentences. Then circle all the beginning B sounds. Underline all the ending B sounds.

1. Big Bill bit Rob.
2. The boy gets a job.
3. Bad bananas rot.
4. Bob has a big job.

DIRECTIONS: Read the following sentences. Then circle all the beginning C sounds.

1. The cat comes in cold.
2. A car can coast.
3. Candy is cool.
4. Cold cans hold coke.

DIRECTIONS: Read the following sentences. Then circle all the beginning F sounds. Underline all the ending F sounds.

1. Fat Cliff is funny.
2. My cuff has fur.
3. It is fun if you fool Fred.
4. The fluff is for Wilf.

DIRECTIONS: Read the following sentences. Then circle all the beginning D sounds. Underline all the ending D sounds.

1. Dad had a bad day.
2. The dog digs a ditch.
3. Do fish catch bad boys?
4. He hid Dan's dog.

DIRECTIONS: Read the following sentences. Then circle all the beginning G sounds. Underline all the ending G sounds.

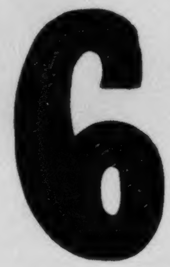
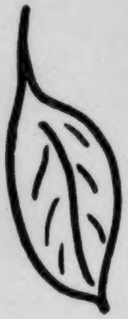
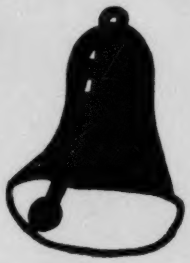
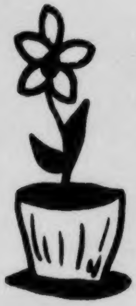
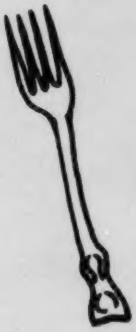
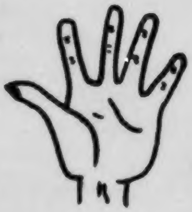
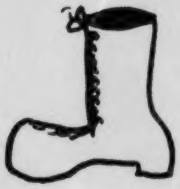
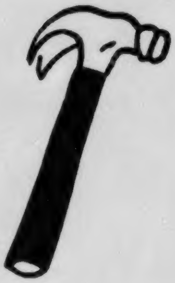
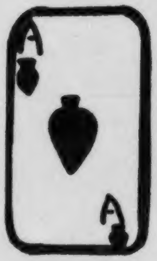
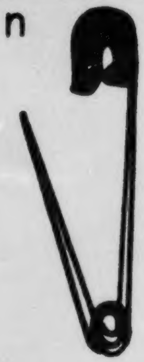
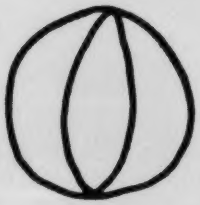
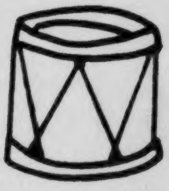
1. Get a bag of good rags.
2. Gary gives a dog to Gail.
3. Jog up a big hill, Gary.
4. The fog gets bad.

© VCC

Beg 5

BEGINNING AND ENDING CONSONANTS

DIRECTIONS: Circle the letter you hear at the beginning of the word.
Box the letter you hear at the end of the word.

s t  l x	f n  l b	d b  s l	f b  s r
k n  t f	h d  n b	b r  t m	s h  n r
p v  d c	n p  m x	b d  l m	n s  d m

©VCC

Beg 6

END CONSONANTS

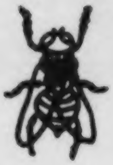
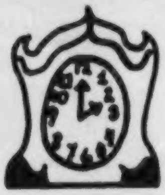
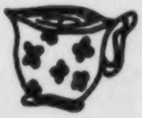
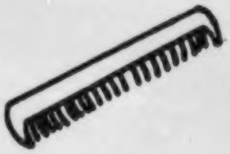
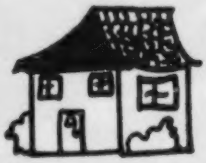
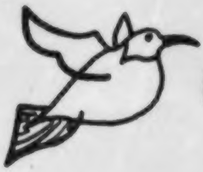
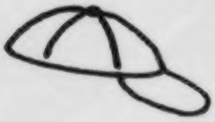
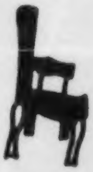
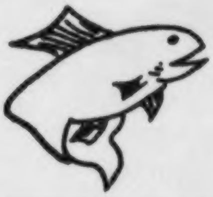
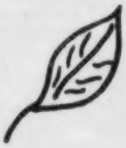
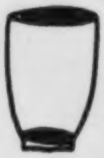
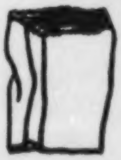
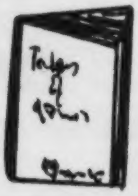
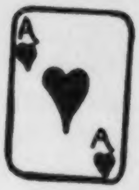
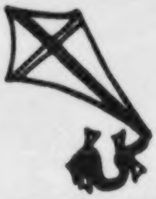
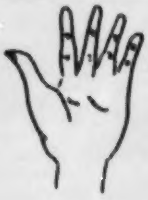
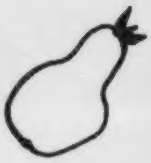
DIRECTIONS: Circle the words that end with the letter on the line.

m	jam	man	kick	jump	Sam
n	ran	gum	cap	kin	no
p	lap	lip	rib	car	rip
r	river	men	tar	fun	zipper
x	fix	dish	mix	bird	fox
z	quiz	fish	whiz	valley	dog
g	girl	log	wag	crab	bun
d	mess	did	neck	fed	lad
f	loaf	pat	roof	chief	sit
k	park	six	rink	kiss	do
l	tell	gas	will	rim	mill
s	his	wings	us	so	less
t	tent	box	sat	cup	pit

© VCC

BEGINNING AND ENDING CONSONANTS

DIRECTIONS: Say the name of the picture. If you hear the consonant at the beginning of the word, circle the first consonant. If you hear the consonant at the end of the word, circle the last consonant.

b  b	t  t	c  c
c  c	h  h	b  b
p  p	n 10 n	r  r
f  f	l  l	g  g
g  g	b  b	d  d
k  k	h  h	r  r

© VCC

Reading Short a

DIRECTIONS: Read the words.
Say a as in: an, apple, hat

tap
nap
map
gap
rap
cap
sap
lap

had
fad
cad
sad
lad
bad
mad
pad
dad

bag
sag
lag
fag
tag
rag
gag

fat
mat
sat
cat
pat
rat
bat

can
fan
pan
tan
ran
Dan
wax

am
dam
ham
jam
ram
Sam
Pam

*ass
bass
lass
mass
pass

DIRECTIONS: Fill in the blanks with a. Read the sentence.
New Words: the on to is

1. S_m c_n w_x the p_n.

2. The m_d c_t s_t on the m_t.

3. The f_t l_d is s_d.

4. D_n c_n p_t the r_m.

5. The b_d m_n r_n to the d_m.

*introduce: ss = /s/

© VCC

READING SHORT ă

A. DIRECTIONS: Complete each sentence. Use all the words.

1. Pam and Ann ______________________________.
cat a had

2. The cat ______________________________.
the sat in pan

3. Mack ______________________________.
on ran a mat

4. The man ______________________________.
fat a has rat

5. Sam ______________________________.
bad had a cat

6. Jan ______________________________.
sad is and glad

7. Nat ______________________________.
jam add and Pam

8. Nan and Sam ______________________________.
so past ran fast

B. DIRECTIONS: Write three words that rhyme.

mad __________ __________ __________

lap __________ __________ __________

bag __________ __________ __________

hat __________ __________ __________

©VCC

Reading Short e

DIRECTIONS: Read the words.
Say e as in: end, pen, bed

bet
get
jet
let
met
net
pet
set
wet

Ben
den
hen
Ken
men
pen
ten
pep
hep

bed
fed
led
Ned
red
Ted
wed
less
mess

beg
leg
keg
Meg
peg
hem
web

*bell
dell
fell
jell
sell
tell
well
yell
shell

DIRECTIONS: Fill in the blanks with e. Read the sentence.
New Words: in into was

1. P_g l_t the h_n into the p_n.

2. K_n f_d the m_n in the d_n.

3. N_d was in b_d at t_n.

4. Can _d s_ll the r_d b_ll?

5. T_ll B_n the d_n is a m_ss.

* introduce: ll = /l/

© VCC

REVIEW

A. DIRECTIONS: Write the alphabet in small letters.
Circle the vowels.

____

____

____

B. DIRECTIONS: Write three words that rhyme.

den ________ ________ ________

get ________ ________ ________

fell ________ ________ ________

bed ________ ________ ________

keg ________ ________ ________

C. DIRECTIONS: Fill in the blanks with a or e. Read each sentence.

Say ck as in: back

1. Pat the cat on the n_ck.

2. A bag is a s_ck.

3. The man sat on a t_ck.

4. The d_ck is wet.

5. The tan p_ck is on the bed.

6. Is the j_ck in the b_ck of the cab?

© VCC

Reading Short i

DIRECTIONS: Read the words.
Say i as in: if, is, wig

it
bit
fit
hit
kit
lit
pit
sit
wit
*quit
quip
quiz
quill

ill
bill
dill
fill
hill
Jill
kill
mill
pill
sill
will
is
his

hiss
miss
kiss
Dick
kick
lick
nick
pick
Rick
sick
tick
wick

in
bin
din
fin
gin
pin
sin
tin
win
fix
mix
six

dim
him
Jim
rim
Tim
big
dig
fig
jig
pig
rig
wig

dip
hip
lip
nip
rip
sip
tip
zip
bid
did
hid
kid

DIRECTIONS: Fill in the blanks with i. Read the sentence.
New Words: I as her

1. I w_ll s_p _t _f N_ck w_ll.

2. D_d D_ck f_x the k_t?

3. _s J_m as s_ck as T_m _s?

4. T_m had to h_t h_s b_g p_g.

5. J_ll d_d her b_t and h_d the w_g.

*introduce: qu = /kw/

© VCC

READING SHORT a, e, i

A. COMPLETE EACH SENTENCE BY USING ALL OF THE WORDS.

1. Jim is ____________________.

and slim thin

2. The gin ____________________.

the in is bin

3. I win ____________________.

big a pin

4. The pig ____________________.

sit with will the winner

5. Bill ____________________.

pin a on sits

6. Will wins ____________________.

Finland trip a to

©VCC

Reading Short a, e, i, cont.

B. CHANGE THE VOWEL AND MAKE NEW WORDS

	a	e	i
1.	pan	pen	pin
2.	pat		
3.		bet	
4.			pick
5.	mass		
6.	ham		
7.		beg	
8.	lad		
9.			tin
10.	sat		

© VCC

Reading Short o

DIRECTIONS: Read the words.
Say o as in: on ox job

cot
dot
got
hot
lot
not
pot
rot
tot

bop
cop
hop
lop
mop
pop
top
doll

God
nod
pod
rod
sod
Tod
ox
box
fox

cog
dog
fog
hog
jog
log
boss
loss
moss
toss

Bob
cob
job
mob
rob
sob
dock
lock
rock
sock

DIRECTIONS: Fill in the blanks with o. Read each sentence.
New Words: of too for was

1. B_b g_t a h_t r_d.

2. A f_x can h_p to the t_p of a b_x.

3. It is n_t too h_t for T_m.

4. A l_t of m_ss was _n the r_cks and l_gs.

5. D_n is _n the j_b at the d_ck.

© VCC

Reading Short u

DIRECTIONS: Read the words.
Say u as in: up cup tub

bug
dug
hug
jug
lug
mug
rug
tug

but
cut
hut
mutt
nut
rut
bus
cuss
fuss
muss

bun
fun
gun
nun
run
sun
*cuff
huff
muff
puff

gum
hum
rum
sum
buck
duck
luck
muck
tuck

cub
hub
rub
tub
bud
mud
up
cup
pup

dull
gull
hull
lull
mull

DIRECTIONS: Fill in the blanks with u. Read the sentence.
New Words: off he

1. R_n to the h_t and get the j_g.

2. The p_p got the r_g f_ll of g_m.

3. R_b the t_b to get the m_d off.

4. Can he fix the c_p, the j_g and the m_g?

5. The c_b d_g _p a b_g.

*introduce: ff = /f/

©VCC

READING SHORT ŏ AND ŭ

A. DIRECTIONS: Complete each sentence by using all of the words.

1. Tom ______________________.
   off toppled the cot
2. The olive is ______________________.
   of on top the pop
3. They did not ______________________.
   corn Rob a offer cob of
4. We often ______________________.
   on top hop the of box
5. The bottom ______________________.
   mop of the is in the shop
6. That song ______________________.
   long was often too
7. The coffee ______________________.
   hot is pot

B.

1. The gum is ______________________.
   the under truck
2. A bug ______________________.
   the hugs rug
3. A truck is ______________________.
   in stuck mud the
4. My pup ______________________.
   puddle the jumps over
5. Gus must ______________________.
   bus until the fuss arrives
6. We had no sun ______________________.
   the umbrella under
7. We do not have fun ______________________.
   we run unless

©VCC

READ a, e, i, o, u

CHANGE THE VOWEL AND MAKE NEW WORDS.

	a	e	i	o	u
1.	pack	peck	pick	pock	puck
2.	back	______	______		______
3.	______	______	rid	______	
4.	______	bet	______		______
5.	______	______	______	______	bug
6.	______	______	______	pot	
7.	______	______	bid	______	______
8.	pan	______	______		______
9.		______	______	______	duck
10.	______	hem	______		______
11.	pap	______	______	______	______
12.	______	bet	______	______	______

©VCC

SHORT VOWELS

A. DIRECTIONS: Brainstorm for words with short vowel sounds. Write these on the board in columns.

a	e	i	o	u

B. DIRECTIONS: Read the story below.

Bill and Tom went to Gastown on a hot night. They listened to a band playing rock music. Some men and women danced in the street. No cars were allowed there. A girl was selling beer. Bill bought two big glasses of beer to drink. After he and Tom had finished drinking, they had a long dance. Then the band played its last song and the two men left. They walked to the end of Granville Street and went into the Seabus terminal. They walked until they reached the ticket machines. With two tickets in his hand, Bill led Tom to the entrance of the ferry. The Seabus was ready to leave so they walked inside. They went on the ferry to North Vançouver. There they boarded the ferry again and came back to Vancouver. The trip was so smooth and rapid but Tom missed the old ferry he had ridden in 1955. It no longer runs since it has been changed into a floating restaurant called The Seven Seas. It sits in North Vancouver.

C. DIRECTIONS: Locate and write in columns:

5 words with short a
5 words with short e
5 words with short i
5 words with short o
5 words with short u

D. DIRECTIONS: Choose 5 words -- one from each column. Write a sentence using each word.

© VCC

TELEPHONE OPERATOR

You want to call someone long distance. The operator asks you the name. You say, "Sam Brown."

She says, " S as in sun
a as in at
m as in mother

B as in Bob
r as in rat
o as in on
w as in water
n as in now."

You say, "Yes, that's correct."

……

DIRECTIONS: You must give a word for each letter of each of the following names. Each person should do one full name.

Bill Wilson
Sharon Sing
Kelly Zoom
Pat Smith
Norman Vale
Warren Quin
Don Freison
Les Caligan

©VCC

SPELLING /k/

DIRECTIONS: Write each word under its beginning letter.

Cup King

Kick Cat Keg Cap

Can Car Kit

Cut Kiss Cob Cot

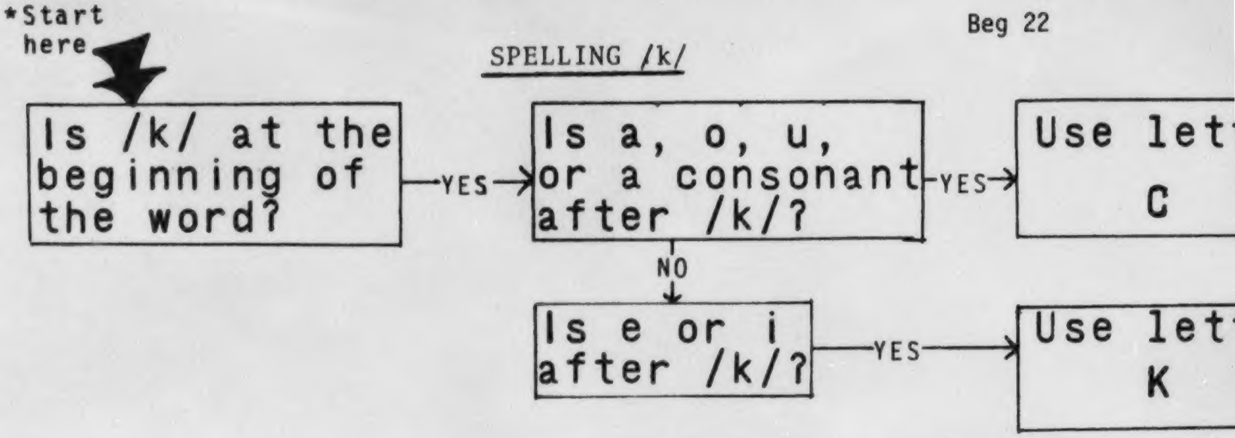
C	K
________________	________________
________________	________________
________________	________________
________________	________________
________________	________________
________________	
________________	
________________	

DIRECTIONS: Draw a circle around the vowel that comes after each /k/ sound.

Which letter is used more? C or K

© VCC

SPELLING /k/


*Start here
Is /k/ at the beginning of the word?
YES
Is a, o, u, or a consonant after /k/?
YES
Use let
C
NO
Is e or i after /k/?
YES
Use let
K

A. Fill in the blank with C or K.

1. ___ap
2. ___ob
3. ___ut
4. ___in
5. ___eg
6. ___lip
7. ___ram
8. ___iss
9. ___ot
10. ___ab
11. ___op
12. ___at
13. ___ey
14. ___up
15. ___an
16. ___ick
17. ___uff
18. ___ar
19. ___rib
20. ___od

B. Can you think of other words that begin with the sound /k/? Put them here.

____

____

____

____

____

C. Fill in the blanks with C or K.

1. _____an _____en _____uss at the _______at!

2. _____it's _____ap was not in the _____abin.

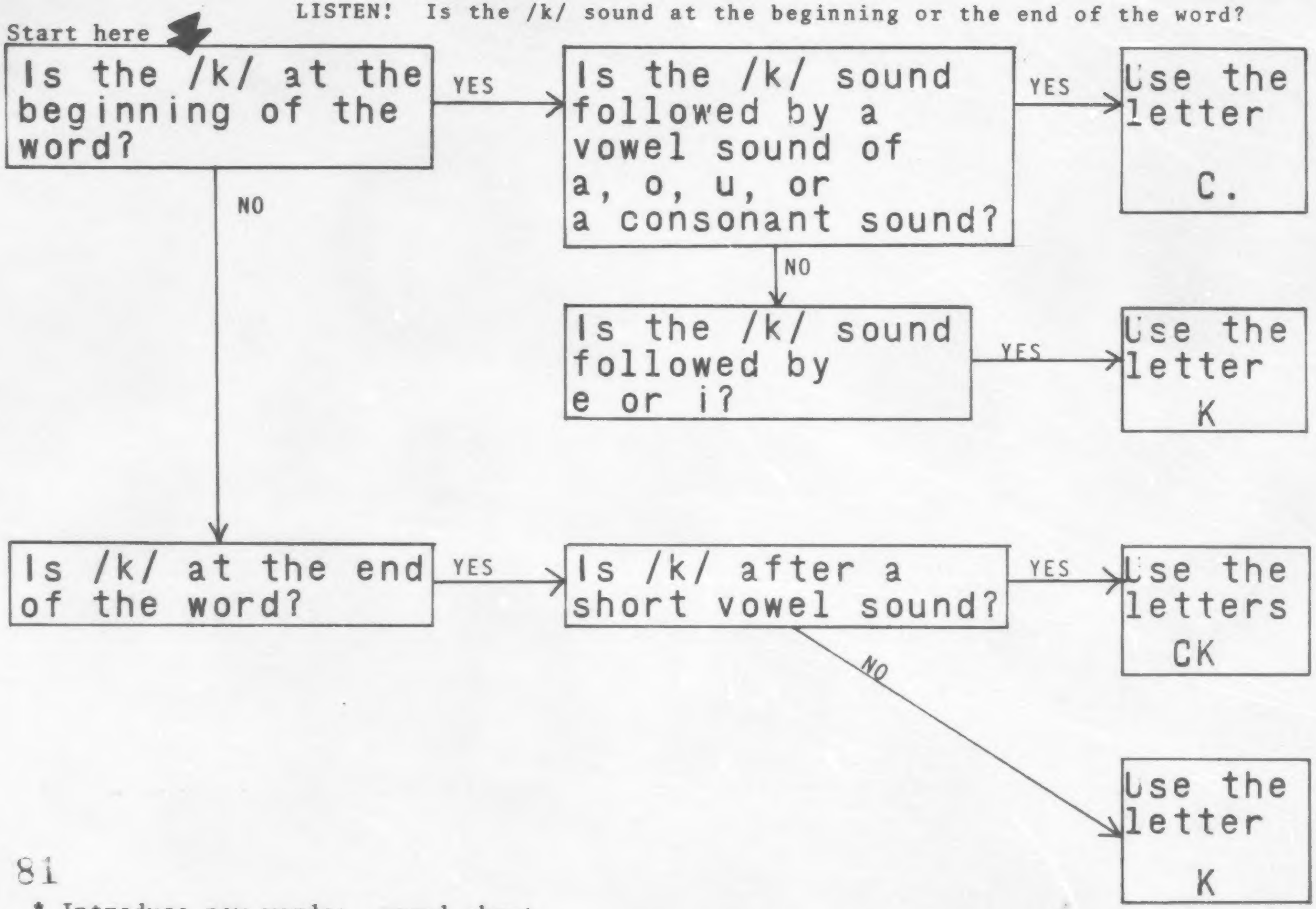
3. The _____op saw the _____ar _____ey on the _____eg.

* introduce words: beginning, word, use, consonant, letter

©VCC

SPELLING /k/

LISTEN! Is the /k/ sound at the beginning or the end of the word?


Start here
Is the /k/ at the beginning of the word?
YES
Is the /k/ sound followed by a vowel sound of a, o, u, or a consonant sound?
YES
Use the letter C.
NO
Is the /k/ sound followed by e or i?
YES
Use the letter K
NO
Is /k/ at the end of the word?
YES
Is /k/ after a short vowel sound?
YES
Use the letters CK
NO
Use the letter K

* Introduce new words: sound short.

©VCC

SPELLING /k/

A. DIRECTIONS: Use the Logic Tree to fill in the blanks with c,k or ck.

__uss
__ill
__lub
__eep
__ome
__all

lu__
mil__
__an
pin__
ro__
__ross

par__
__arpet
si__
sil__
de__
ban__

__on
pa__
dar__
__lo__
__i__
__ran__

B. 1. Qui__ __en, pass the mil__.

2. Will Ja__'s __ey fit the lo__?

3. __an the __id __all the dog?

4. The si__ du__ fell off the do__ in the par__.

5. Did the ho__ey fans throw jun__ on the rin__?

6. She got mu__ on her pin__ sil__ __urtains.

C. DIRECTIONS: Add the ending

	ed	ing
1. pack	packed	packing
2. lock		
3. tuck		
4. peck		
5. kick		
6. bank		
7. milk		
8. park		

©VCC

PLURALS - More Than One

Circle words that mean more than one.

songs cab bed dots

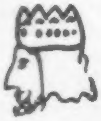
duck wings pill bugs

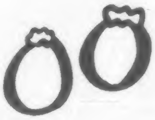
fins legs words kiss

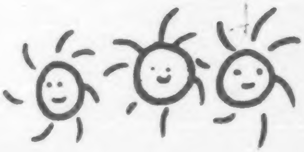
Write the letter that can make a word mean more than one ________ .

A word that means more than one is plural.

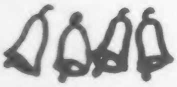
Fill in the plural word.

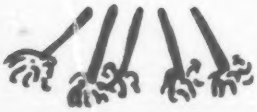


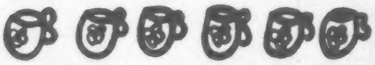




one ________________ two ________________ three ________________







four ________________ five ________________ six ________________

Write the plural.

1. cap ________________
2. yell ________________
3. pig ________________
4. cuff ________________
5. job ________________
6. jet ________________
7. pan ________________
8. sock ________________
9. mug ________________
10. quill ________________

© VCC

TWO LETTERS = ONE SOUND

1. DIRECTIONS: Read these words.

thin
thud
thank
think
path
with
moth
bath

(What two letters make one sound __________?)

DIRECTIONS: Read these words.

the
this
then
than
them
that

Can you hear two different sounds th makes?

2. DIRECTIONS: Read these words.

when
why
what
where
whip
whiff
whiz

(What two letters make one sound __________?)

3. DIRECTIONS: Read these words.

ship
shot
shed
shag
shell
shin
shut
shelf
wish
cash
gosh
hush
shop
dish
shush
wash

(What two letters make one sound __________?)

4. DIRECTIONS: Read these words.

chop
chat
chip
chill
chunk
chum
lunch
march
bench
inch
chin
church

(What two letters make one sound __________?)

DIRECTIONS: Read these words.

patch
match
catch
batch
fetch
sketch
itch
ditch
hitch
notch
crutch
clutch

(What two letters make one sound __________?)

DIRECTIONS: Fill in the blanks.

We had pork __ops for lun__. Do you have a ma___?

What are two ways we spell the sound /ch/?

© VCC

ch or sh

ch has a sharper or harder sound. example: church, shush.

DIRECTIONS: Read these words and use them to fill in the blanks below.

chicken
church
children
sandwich
chair

watch
choose
chalk
branch
lunch

should
shark
wish
washing

dish
fish
ship
English
shoes

A __icken lays eggs.

The __eep are in the pen.

The __ildren came out of __ur__.

Take your __oes off the __air!

Wat__ out for __arks in the water,

A bran__ fell off the tree.

Dad is wa__ing the car.

Harry had a sandwi__ for lun__.

I wi__ there were fi__ to eat.

__ould I __oose red or green?

Put the di__ on the table.

__alk makes your hands dusty.

The __ip is coming into Engli__ Bay.

© VCC

ch or tch

The sound /ch/ is usually spelled ch - children, chop, lunch
But when /ch/ comes after a short (checked) vowel sound
spell it tch - pitch, catch, fetch

Except: much, such, which, rich

DIRECTIONS: Fill in the blanks with ch or tch

A. 1. __at
2. __ip
3. __uck
4. in__
5. bun__
6. pa__
7. di__
8. __op
9. ba__
10. ben__
11. __ick
12. bran__
13. su__
14. ki__en
15. ca__
16. __in
17. hi__
18. __est
19. ri__
20. ha__
21. pi__er

B. 1. It was __illy in the __ur__.

2. The __ildren wa__ Samantha the wi__on __annel six.

3. That __ap will __eck the clu__ in your car.

4. Whi__ __ess ma__ did you see?

5. __et had too mu__ __icken for lun__.

© VCC

PLURALS AND NUMBERS

A. DIRECTIONS: Fill in the blanks.

1. Ted has one cat. But Pam has seven ______.
2. I have a black pen. Miss Smith has nine red ______.
3. Humans usually have ______ thumbs, ______ fingers, and ______ toes.

What do we usually add to make a plural? ______

B. Say box. How do you make it plural? ______

There are nine (box) ______ on the shelf.

DIRECTIONS: Circle the plurals made with es

jets wishes things buses days

socks matches glasses mugs taxes

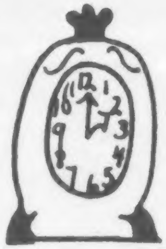
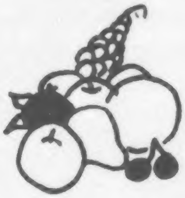
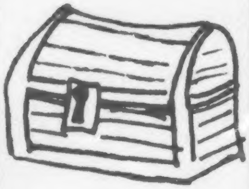
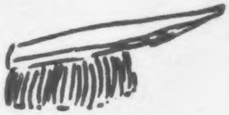
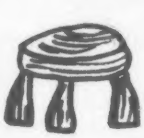
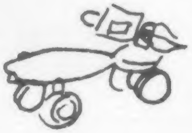
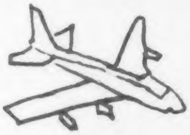
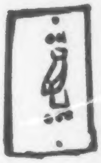
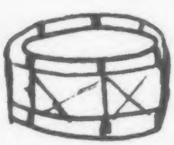
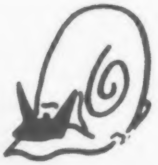
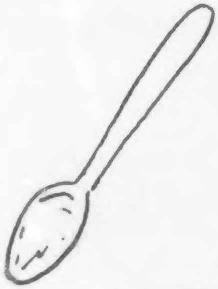
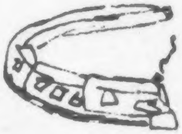
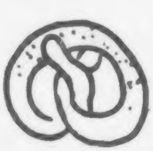
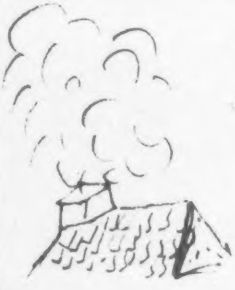
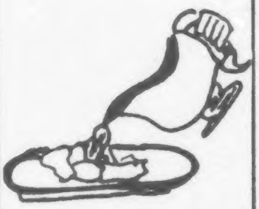
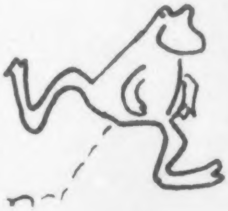
DIRECTIONS: Make a Rule: Make most words plural by adding ______. But add es to words that end in ______, ______, ______, ______.

Use this rule to make the following words plural.

1. cat ______
2. church ______
3. egg ______
4. dish ______
5. sing ______
6. box ______
7. thank ______
8. wish ______
9. duck ______
10. witch ______

© VCC

BLENDS

* Design your own blend exercises. eg. Circle the correct blend. or Fill in the blank with the correct blend. __ock.

© VCC

BUILD A WORD

	ab	ock	ip	ed	ung
bl	blab	______	______	______	
cl		______	______		______
fl	flab	______	______	______	______
sl	slab		______	______	______

	ag	op	ank	ill	ick
dr	______	______	______	______	
cr	______	______	______		______
pr		______	______		______
br	______				______
fr			______	______	

WRITE THREE WORDS FOR EACH BLEND BELOW

gr	sm	tr	st	sp
______	______	______	______	______
______	______	______	______	______
______	______	______	______	______

©VCC

Reading /ăr/

The letter r changes the sound of the vowel it follows.

DIRECTIONS: Read these words.

Say ar as in: car start

bar
car
far
jar
par
star
spar
star

ark
bark
dark
hark
lark
mark
spark
stark
shark

art
cart
dart
part
tart
start
smart
chart

arm
farm
harm
barn
charm
darn
yarn

card
hard
lard
yard
carp
harp
sharp

arch
larch
march
starch
large

DIRECTIONS: Sort the words into a proper sentence. Use all the words.

1. jar the full is.
2. class March my starts in.
3. darn sock the I yarn to used.
4. until lark a the sang in dark park.
5. on Street parked car Larch mark the.
6. sharp will game card the at start six.
7. the Omar chart can stars.
8. barnyard is the far not here from.

DIRECTIONS: Add the suffix.

	ed	ing	s
1. bark			
2. farm			
3. dart			
4. mark			
5. part			
6. charm			

© VCC

READING /ėr/ WORDS

A. DIRECTIONS: Read the story. Then circle all words that have the sound /ėr/ you hear in bird and turn.

Thursday is the last day of the spring term. The class plans to visit the park if it is not cold.

On that day the sun bursts out. All of the class turns up at the park. The birds are chirping in the fir trees. A turtle squirms in the ferns. Pat has on a smart purple skirt. Bert flirts with her.

Bert gets a sun burn. It starts to hurt and he asks Pat for first aid. Curt smirks and squirts him with pop. Bert jerks the bottle from his hands. Then he gulps it down and yells, "I was thirsty."

"You two have had too much sun, you turkeys." blurts out Pat.

B. DIRECTIONS: Sort the /ėr/ words into three lists

/ėr/ = ur	/ėr/ = er	/ėr/ = ir

C. DIRECTIONS: Fill in the blanks with words from the story.

1. The last day of term was a __________.
2. The two animals they saw were __________ and __________.
3. The __________ was purple.
4. __________ got a sun __________.
5. Curt __________ him with pop.

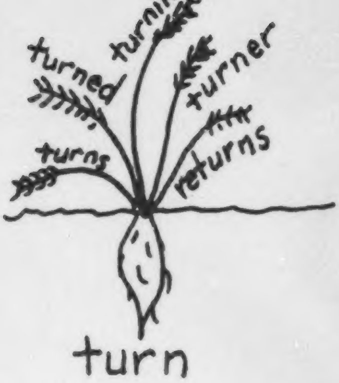
© VCC

RHYME TIME

DIRECTIONS: Write 3 words that rhyme with the word on the left.

melt	felt	belt	welt
cat	______	______	______
ten	______	______	______
pill	______	______	______
dock	______	______	______
jump	______	______	______
park	______	______	______
fish	______	______	______
lunch	______	______	______
hurt	______	______	______
itch	______	______	______

©VCC



ROOTS

Read this sentence: I walk home every day.
The word walk is a root word.
We can add endings (called suffixes) to it to make other words.

Add ed or ing or er and fill in the blanks.

1. I walk_____ home yesterday.

2. I am walk_____ home today.

3. I am a fast walk_____ .

Find the root word and write it down.

1. thanking ___________
2. fished ___________
3. sender ___________
4. talks ___________
5. sandy ___________
6. flashes ___________
7. jumping ___________
8. looked ___________
9. singer ___________
10. running ___________
11. swims ___________
12. kisses ___________
13. stopped ___________
14. rocking ___________
15. sunny ___________
16. darker ___________

Circle the suffixes (ing, ed, er, es, s, y) in the words above.

What words have doubled a consonant before the suffix?

__________, __________, __________.

© VGC

CONSONANT - VOWEL - CONSONANT WORDS

DIRECTIONS: Write a small c above a consonant.
Write a small v above a vowel.

Example: $\overset{c}{p}$ $\overset{v}{a}$ $\overset{c}{n}$ pan

1. mop
2. pan
3. nod
4. pit
5. rot
6. fan
7. tan
8. ban

RULE:

Before adding another part to a short cvc word, follow this rule:

Does the ending begin with a vowel? ing yes
ed yes

If it does, double the final consonant of the word before adding the ending.

DO

mop + ed = mo p p ed
pan + ed = ______
nod + ed = ______
pit + ed = ______
rot + ed = ______
fan + ed = ______
tan + ed = ______
ban + ed = ______

mop + ing = ______
pan + ing = ______
nod + ing = ______
pit + ing = ______
rot + ing = ______
fan + ing = ______
tan + ing = ______
ban + ing = ______

© VCC

SUFFIXES
and
WORDS THAT END IN A CONSONANT

DIRECTIONS: Use the Logic Tree on the following page to help you add suffixes to these words.

A. Add ing to the following words.

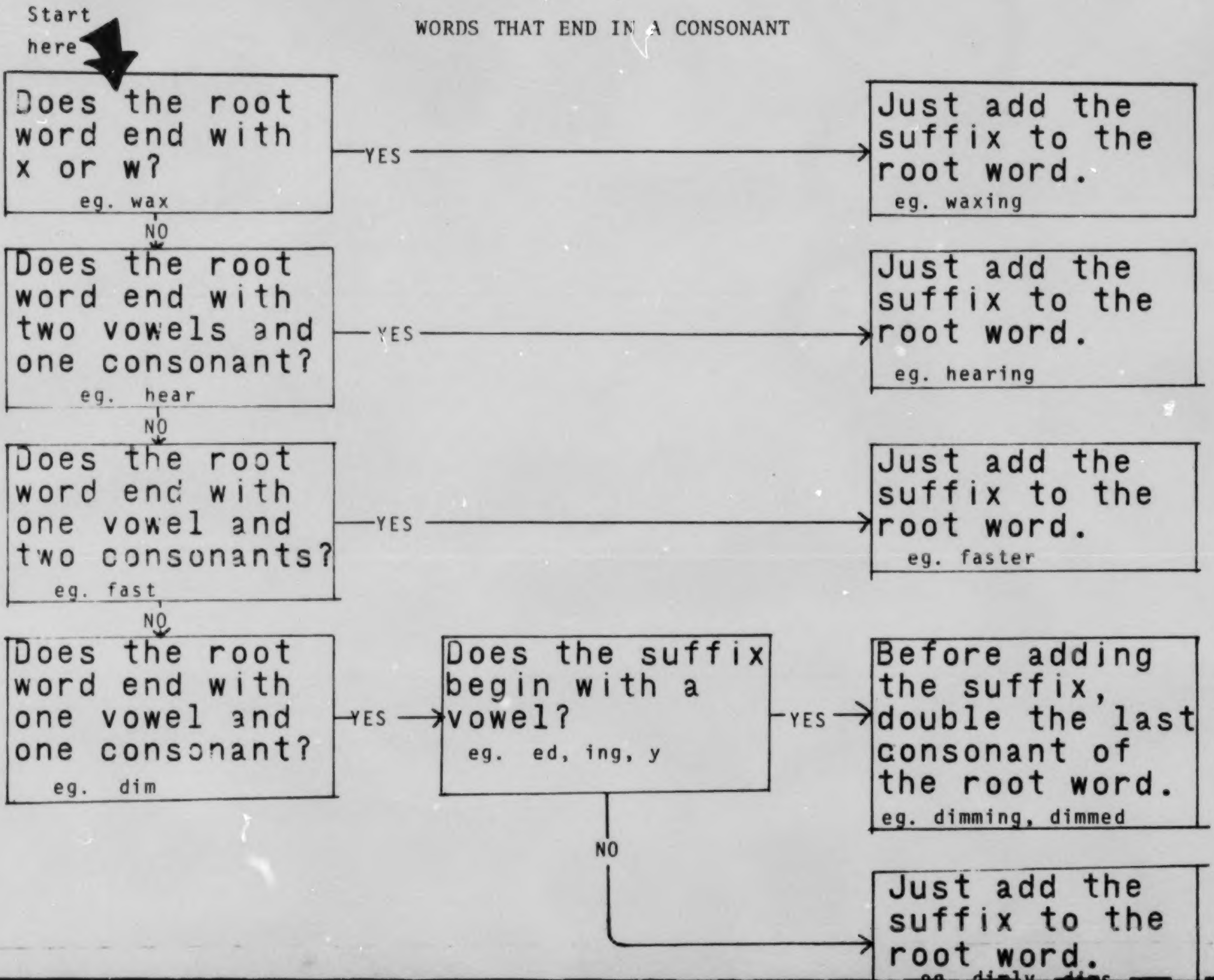
1. sing __________
2. get __________
3. send __________
4. will __________
5. dig __________
6. stick __________
7. help __________
8. run __________
9. stand __________
10. thank __________
11. hit __________
12. hunt __________
13. fish __________
14. rip __________
15. pad __________
16. spell __________
17. chop __________
18. stack __________
19. swim __________
20. ranch __________

B. DIRECTIONS: Add ed to the following words.

1. nap __________
2. look __________
3. walk __________
4. ship __________
5. yell __________
6. cook __________
7. sag __________
8. kick __________
9. call __________
10. drop __________
11. can __________
12. land __________
13. box __________
14. hop __________
15. burn __________
16. trust __________
17. plan __________
18. kiss __________
19. nab __________
20. seem __________

©VCC

WORDS THAT END IN A CONSONANT


Start here
Does the root word end with x or w?
eg. wax
YES
Just add the suffix to the root word.
eg. waxing
NO
Does the root word end with two vowels and one consonant?
eg. hear
YES
Just add the suffix to the root word.
eg. hearing
NO
Does the root word end with one vowel and two consonants?
eg. fast
YES
Just add the suffix to the root word.
eg. faster
NO
Does the root word end with one vowel and one consonant?
eg. dim
YES
Does the suffix begin with a vowel?
eg. ed, ing, y
YES
Before adding the suffix, double the last consonant of the root word.
eg. dimming, dimmed
NO
Just add the suffix to the root word.
eg. dimly, dims

SUFFIXES
and
WORDS THAT END IN A CONSONANT

A. DIRECTIONS: Add - er

1. stop __________
2. run __________
3. roll __________
4. talk __________
5. kill __________
6. bat __________
7. slip __________
8. red __________
9. farm __________
10. sting __________
11. lend __________
12. zip __________
13. hunt __________
14. read __________
15. hold __________
16. big __________
17. hard __________
18. train __________
19. fast __________
20. strip __________

B. DIRECTIONS: Add - y

1. pep __________
2. salt __________
3. class __________
4. fur __________
5. stick __________
6. hand __________
7. sun __________
8. push __________
9. wit __________
10. blur __________
11. fish __________
12. luck __________
13. nut __________
14. fun __________
15. stop __________
16. jell __________
17. skin __________
18. shift __________
19. sand __________
20. draft __________

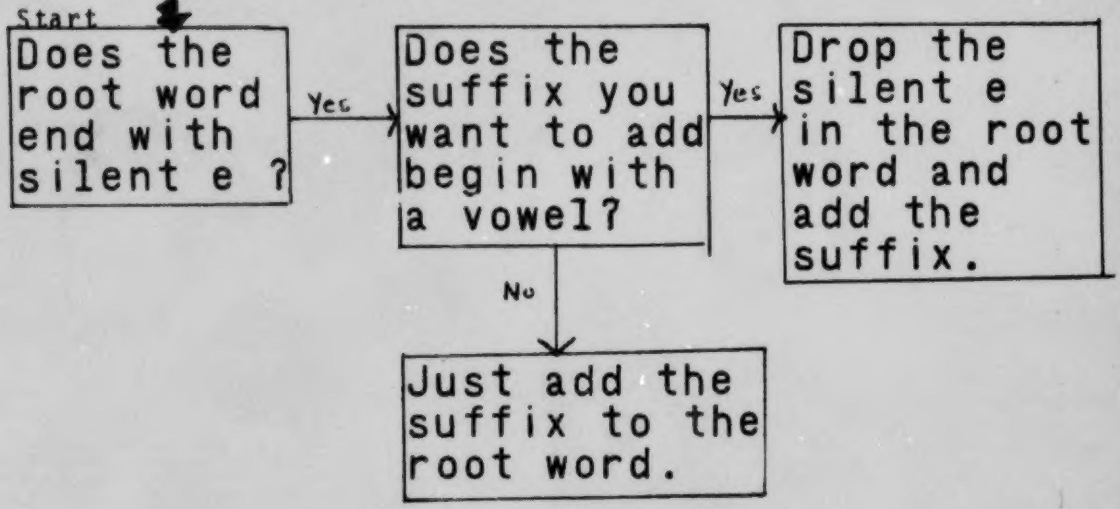
© VCC

SUFFIXES
and
WORDS THAT END IN A CONSONANT

1. camp + er ____________
2. can + er ____________
3. fun + y ____________
4. look + s ____________
5. end + ed ____________
6. shop + er ____________
7. skip + s ____________
8. dirt + y ____________
9. quit + er ____________
10. ship + ing ____________
11. wax + ed ____________
12. fox + y ____________
13. spot + ing ____________
14. set + s ____________
15. seem + ed ____________
16. brag + ed ____________
17. eat + ing ____________
18. park + s ____________
19. slow + est ____________
20. walk + er ____________
21. fix + er ____________
22. jump + y ____________
23. land + s ____________
24. think + er ____________
25. clip + ing ____________
26. fast + est ____________
27. clip + s ____________
28. show + s ____________
29. park + ed ____________
30. cut + ing ____________
31. beg + ing ____________
32. big + er ____________
33. kick + ing ____________
34. dream + y ____________
35. feel + ing ____________
36. mix + ed ____________
37. get + ing ____________
38. pop + y ____________
39. set + er ____________
40. sing + s ____________

©VCC

SUFFIXES AFTER WORDS THAT END IN SILENT e


Start
Does the root word end with silent e ?
Yes
Does the suffix you want to add begin with a vowel?
Yes
Drop the silent e in the root word and add the suffix.
No
Just add the suffix to the root word.

DIRECTIONS: Add the suffixes.

		ing	ed	er	s
1.	write		wrote		
2.	circle				
3.	change				
4.	come		came		
5.	name				
6.	time				
7.	shine				
8.	lose		lost		
9.	give		gave		
10.	use				

©VCC

WHAT BELONGS TO WHOM?

Possessives

the girl's leg means that the leg belongs to the girl.

's means belongs to.

1. the man's hand means that ______________________________

____

2. the pup's dish means that ______________________________

____

3. Don's pup means that ______________________________

____

4. the bird's wing means that ______________________________

____

5. the pup's neck means that ______________________________

____

6. the girl's finger means that ______________________________

____

7. the cat's dishes means that ______________________________

____

8. Mr. Smith's car means that ______________________________

____

9. Mary's sister means that ______________________________

____

10. the boy's books means that ______________________________

____

© VCC

WHO OWNS WHAT?

Possessives

1. the pan belongs to Jill = Jill's pan
2. the dish belongs to Ken = ______________________
3. the dog belongs to Kim = ______________________
4. the box belongs to Will = ______________________
5. the fish belongs to Cal = ______________________
6. the tent belongs to Harry = ______________________
7. the leg belongs to Sam = ______________________
8. the mop belongs to the man = ______________________
9. the car belongs to the woman = ______________________
10. the pencil belongs to Robert = ______________________

DIRECTIONS: Write a sentence for each of the following.

1. Jill's box ______________________________________

____

2. Sam's tent ______________________________________

____

3. Jack's truck ______________________________________

____

4. the man's car ______________________________________

____

© VCC

WHAT DOES THE S MEAN?

s at the end of a word can mean:

1. the word is plural (more than one)
2. the word is a verb (action word)
3. the word shows belonging

DIRECTIONS: Beside each of the following words write if the s means plural, verb or belonging.

e.g. bird's belonging
puts __________
hens __________
bells __________
sings __________
jumps __________
rugs __________
rings __________
cat's __________
kitchens __________
wings __________
brings __________
friend's __________

sells __________
twins __________
Fred's __________
stops __________
trucks __________
runs __________
says __________
girl's __________
hen's __________
sticks __________
men's __________
Pat's __________
pats __________

DIRECTIONS: Write 6 sentences. In each sentence use one or more of the words above.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

© VCC

SOUND A-LIKES

1. eight/ate
   I ________ all the nuts in the bag.

2. to, too, two
   Jack went ________ the park.

3. sun, son
   The ________ is shining.

4. one, won
   Who ________ the money?

5. to, too, two
   They have ________ cars.

6. for, four
   Would you like to go ________ a pizza?

7. herd, heard
   I ________ the truck crash into the wall.

8. son, sun   eight, ate
   Her ________ will be ________ on Thursday.

9. for, four   here, hear
   Bring the ________ girls in ________.

10. some, sum   to, too, two
    ________ of his friends want to come, ________.

DIRECTIONS: Write a sentence for each word below.

hear 1. ______________________________
for 2. ______________________________
two 3. ______________________________
some 4. ______________________________
won 5. ______________________________
ate 6. ______________________________

©VCC

SIGHT WORDS

a
after
all
any
are
as
ate
ball
be
because
before
belong
by
came
can't
children
come
could
day
dear
do
does
eat
every
for

friend
from
give
goes
good
has
have
he
hear
heard
herd
here
his
home
I
if
into
is
keep
like
little
live
look
love
make

many
money
morning
my
name
now
of
old
other
our
out
please
put
read
said
same
says
see
so
some
sound
talk
the
there
these

they
this
time
to
too
took
under
use
very
walk
want
was
we
were
what
where
who
why
woman
won
would
write
year
you
your

©VCC

SIGNS

Adults Only
Airmail
Bus Only
Bus Stop
Caution
Closed
Cold
Danger
Detour
Don't Walk
Down
Dry Clean Only
Elevator
Emergency
Enter
Entrance
Escalator
Exit
Fire Escape
First Aid
For Sale
Fragile
Gasoline
General
Gentlemen
Go
Go Slow
Handle With Care
High
Hospital Zone
Hot
In
Information
Keep Closed
Keep Off (the Grass)
Keep Out
Keep Refrigerated
Ladies
Life Guard on Duty
Lost and Found
Low
Manager
Mature
Medium
Men Working
Men
Merge
No Minors
No Refunds
No Right Turn
No Smoking
No Trespassing
Occupied
Off
On
On Strike
One Way
Open
Out
Out of Order
Parking
Phone
Playground
Police
Private Property
Pull
Push
Read Label Before Using
Restrooms
Restricted
Save
School
Self Service
Shake Well Before Using
Slow
Sold
Stop
Suite for Rent
Taxi
Up
Walk
Wanted
Washrooms
Women
Yield

©VCC

NUMBERS

0	zero	10	ten	20	twenty
1	one	11	eleven	21	twenty-one
2	two	12	twelve	22	twenty-two
3	three	13	thirteen	23	twenty-three
4	four	14	fourteen	24	twenty-four
5	five	15	fifteen	25	twenty-five
6	six	16	sixteen	26	twenty-six
7	seven	17	seventeen	27	twenty-seven
8	eight	18	eighteen	28	twenty-eight
9	nine	19	nineteen	29	twenty-nine

30	thirty	40	forty	70	seventy
31	thirty-one	50	fifty	80	eighty
32	thirty-two	60	sixty	90	ninety

100	one hundred	1000	one thousand

© VCC

NUMBERS

DIRECTIONS: Write the numbers in words.
e.g. 16 sixteen

1 ________
2 ________
3 ________
4 ________
5 ________
6 ________
7 ________
8 ________

9 ________
10 ________
11 ________
12 ________
13 ________
14 ________
15 ________
20 ________

DIRECTIONS: Write the number.
e.g. two 2

nineteen ________
twenty-eight ________
thirty-six ________
seventy ________
forty-one ________
four ________
fourteen ________
one thousand ________
eleven ________
twenty-five ________

ninety-three ________
two hundred ________
fifty ________
eighty-eight ________
sixty-two ________
eighteen ________
thirteen ________
thirty ________
forty-nine ________
ninety-four ________

© VCC

SPELLING HELPS

1. The sound /k/ is usually written with 'k' when it is followed by 'e' or 'i'.

   examples: kitchen, kitty, market

2. The sound /k/ is usually written with 'c' when it is followed by 'a', 'u', 'o' or a consonant.

   examples: cat, cup, cot, clock

3. The sound /k/ is usually written with 'ck' when it comes at the end of a word and has a short vowel before it.

   examples: duck, back, brick, rock

4. The sound /s/ at the end of a word following a short vowel is usually written 'ss'.

   examples: grass, kiss, pass

5. The sound /l/ at the end of a word following a short vowel sound is usually written 'll'.

   examples: fill, sell, ball

6. When a single consonant follows a single short vowel it is usually doubled before an ending beginning with a vowel; ing, ed, er, est, y.

   examples: stop - stopping
   plan - planned
   bat - batter
   big - biggest
   fun - funny

7. When a word ends in silent 'e', the 'e' is usually dropped before adding an ending that begins with a vowel.

   examples: come - coming
   live - living
   write - writer
   love - loved
   brave - bravest
   laze - lazy

8. Most nouns form their plurals by adding 's'.

   examples: pin/pins, cat/cats, table/tables

   Nouns ending in 'ch', 'sh', 's', 'x', 'ss', and 'zz' add 'es'.

   examples: lunch/lunches, dish/dishes,
   glass/glasses, box/boxes, bus/buses

©VCC

ABC

DIRECTIONS: Write the small letter.

B ______ C ______ L ______ A ______ X ______

P ______ G ______ T ______ H ______ Y ______

R ______ O ______ I ______ M ______ V ______

D ______ Q ______ E ______ N ______ W ______

J ______ S ______ F ______ K ______ U ______

DIRECTIONS: Write the missing letter.

a ___ c ___ e ___ g ___ i ___ k ___ m ___

o ___ q ___ s ___ u ___ w ___ y ___

A ___ ___ D ___ F ___ H I ___ K ___ ___ N ___

P Q ___ ___ ___ U ___ W ___ ___ Z

DIRECTIONS: Write the letter that comes before the letter you see.

____ d ____ r ____ l ____ q

____ n ____ b ____ f ____ v

____ i ____ o ____ h ____ k

____ y ____ t ____ x ____ z

©VCC

ALPHABETICAL ORDER

DIRECTIONS: Quickly as possible, write the letters that come before and after.

_____ O _____

_____ Q _____

_____ R _____

_____ K _____

_____ E _____

_____ J _____

_____ U _____

_____ F _____

_____ D _____

_____ C _____

_____ Y _____

_____ H _____

_____ T _____

_____ W _____

_____ S _____

_____ I _____

_____ M _____

_____ X _____

_____ V _____

_____ L _____

_____ B _____

DIRECTIONS: Put words in alphabetical order.

A.

man 1. ________

ban 2. ________

tan 3. ________

B.

set 1. ________

pet 2. ________

let 3. ________

net 4. ________

C.

cat 1. ________

fed 2. ________

rim 3. ________

egg 4. ________

hub 5. ________

D.

up 1. ________

dress 2. ________

zoo 3. ________

ate 4. ________

limp 5. ________

soft 6. ________

©VCC

ALPHABETICAL ORDER

A. DIRECTIONS: Write the alphabet in capital letters.

____

____

____

B. DIRECTIONS: Write the alphabet in small letters.

____

____

____

C. DIRECTIONS: Put the lists in alphabetical order.

bird	1. ________	dish	1. ________
hand	2. ________	ant	2. ________
run	3. ________	fog	3. ________
tent	4. ________	why	4. ________
cup	5. ________	map	5. ________

Ann	1. ________	Vancouver	1. ________
David	2. ________	Toronto	2. ________
Tom	3. ________	Nelson	3. ________
Brent	4. ________	Montreal	4. ________
Jock	5. ________	Calgary	5. ________

window	lamp	1. ________	6. ________
ashtray	sofa	2. ________	7. ________
chair	radio	3. ________	8. ________
table	drapes	4. ________	9. ________
bed	television	5. ________	10. ________

©VCC

ALPHABETICAL ORDER

DIRECTIONS: Put the following groups of words into alphabetical order.

e.g. creek city customer car clear

car city clear creek customer

1. bear button break blind boat

2. hammock honest hip hunter help

3. mumble map mildest mold mean

4. pretty purse place piano perfect

5. easy elephant equal eraser either

6. little language lumber lost letter

7. again away almost among April

8. quiz queen quarter quo

9. razor remember ruler rip rope

10. into imagine is item if

©VCC

New Words

he, puts,
what, who,
burns, woman

A HOT HAND

This is a pan.

The pan is hot.

The man picks up the pot.

He burns his hand!

The man is mad and sad.

A woman puts a rag on his hand.

The woman pats his hand.

The man is not mad or sad.

He is glad.

1. What is hot? ______________________________

____

2. Who picks up the pot? ______________________

____

3. Who puts a rag on the man's hand? __________

____

©VCC

New Words

camping
jumping
fishing
river

Ron Camps

Ron is camping.

He has a tent.

His tent is at the river.

Ron is jumping on the rocks.

Ron stops jumping.

He sits on a rock.

Ron is fishing in the river.

He got a fish.

Ron is glad.

1. Where is Ron's tent? ______________________________

____

2. Did Ron get a fish? ______________________________

____

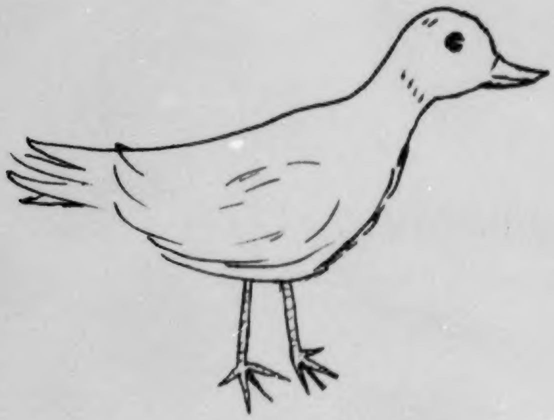
3. Where is Ron fishing? ____________________________

____

© VCC

New Words

blackbird,
wings, yellow,
there, three
are, two



A Blackbird

It has two wings.
It has two red wings.
The bird is black and red.
It has two yellow legs.
It has a nest.
There are three eggs.
The eggs are not big.
The eggs are tan.

What is red?

____

What is yellow?

____

What is tan?

____

What is black?

____

© VCC

New Words

to, see, seven,
every day, one,
does, cannot, now,
why, when, nine

Bob In The Fog

Bob has a job.
His job is on the docks.
He puts things on ships.
Bob gets to his job at seven every day.

One day the fog is bad.
Bob goes to the bus at six.
He gets off the bus.
Bob cannot see in the fog.
He gets lost.

Bob gets to his job at nine.
His boss is mad.
Bob tells the boss that he got lost in the fog.
His boss is not mad now.

1. Where is Bob's job? ____________________

   ____

2. Where does he put things? ____________________

   ____

3. When does Bob go to the bus? ____________________

   ____

4. Why does Bob get lost? ____________________

   ____

©VCC

New Words

car, likes, so,
go, of, fixes,
quickly, because

Tom and His Hot Rod

One day Tom gets a car.
It is a fast car.
A fast car is a hot rod.
Tom likes his car a lot.
It goes fast and Tom likes to go fast.
It is soft to sit in.

Tom fixes his car.
He wants it to stop quickly.
He puts gas in his car.
It costs a lot.
One day he gets a flat, so he has to fix it.

Tom gets a job because it costs a lot to run his hot rod.
His boss does not like Tom's hot rod but Tom has to have it to get to the job.
Tom has a lot of fun in his hot rod.

DIRECTIONS:
Put in order, Number 1, 2, 3, 4

____ Tom's boss does not like his hot rod.

____ It costs a lot to run his car.

____ Tom gets a car.

____ Tom gets a job.

©VCC

New Words

be, her, have, after, name, Stanley Park

Ann and Sam

Ann is a woman.
Ann has a car.
Ann has a black cat.
His name is Sam.
Sam is a fat cat.
Ann likes Sam.
Ann likes to be in the sun.
She goes to Stanley Park every day.
Sam goes with her.
Ann sits in the sand and gets a tan.
Sam sits with her.
Ann and Sam have fun in the sand at Stanley Park.
Sam is a fat cat but he can run.
Sam runs after a rat.
He gets the rat.
Sam runs after a bird
He does not get the bird.
Ann likes her car.
Sam likes her car.
Sam goes in the car with Ann every day.
Sam is happy with Ann.
Ann is happy with Sam.

DIRECTIONS:

Yes or No

_____ Ann is a cat.

_____ Ann has a car.

_____ Ann and Sam go to Kits Park every day.

_____ Sam runs after a bird and a rat.

_____ Ann and Sam are happy.

©VCC

New Words

play, toys, mother,
for, time, story,
title, color

Ben's Bed

This is a bed.
It is Ben's bed.
It is red.

Ben likes to play on the red bed.
He likes to set his toys on the bed.
Ben has toy men on the bed.
Ben has pegs on the bed.
Ben has a map on the bed.

Ben's mother is mad.
She yells at Ben.
"It is time for bed.
Get the toys off the bed."

Ben gets the toys off the bed.
Ben's bed is not a mess.
Ben goes to bed.
Ben's mother is not mad.

1. What is the title of the story?

   ____

2. What color is the bed?

   ____

3. What does Ben have on the bed?

   ____

4. Why does Ben's mother yell?

   ____

5. Is Ben's bed a mess when he goes to bed?

   ____

©VCC

New Words

girl, little, too,
they, friend, ball,
parrot, do

Jill and her Friend

Jill is a girl. She is a little girl.
Jill has a friend. Her friend is Sally.

Sally and Jill have a lot of fun.
Jill runs. Sally jumps.
They jump and run a lot.
They kick a ball too.
Jill's dad lets them fish in the river.

Jill has a pet bird.
It is a big bird. It is a parrot.
The bird's name is Jock.
Jill and Sally like Jock.
Jill lets him sit on her hand.
Sally lets him sit on her hand.
Jill is glad Sally is her friend.
Sally is glad to have fun with Jill.

1. Is Jill a big girl? ______________________________
2. Who is Jill's friend? ____________________________
3. Where do the girl's fish? _________________________
4. What is the bird's name? _________________________
5. Where does Jock sit? _____________________________
6. Is Sally glad to be Jill's friend? _________________

©VCC

New Words

lives, living, shines,
wife, olives, apples,
farm, valley, water,
cool, clean

Bill and Jill

Bill lives on a farm
The farm is in a valley.
It is hot in the valley.
The sun shines a lot.
A river is in the valley.
The water is cool and clean.

Jill lives on the farm.
Jill is Bill's wife.
Bill and Jill have a big farm.
They have olives on the farm.
They have apples on the farm.

Bill and Jill have lots to do.
Jill picks apples.
Bill picks olives.
They go fishing in the river.
Bill and Jill like living on a farm.
They are happy.

1. Where do Bill and Jill live? ______________________________

____

2. What do Bill and Jill have on the farm? __________________

____

3. What does Jill pick? _______________________________________

____

4. Where do Bill and Jill fish? ______________________________

____

5. Do Bill and Jill like living on a farm? __________________

____

©VCC

New Words

fuss, fussy, fussing
looks, says, you,
butter, everything,
before

Jud In A Fuss

Jud is a fussy man. He likes everything to be just so! He does not like mud on the rug. He does not like to miss the bus. He does not like the pup to jump up on him or run on the grass. He rubs his cup a lot before he drinks because he thinks it has dust on it. When he has a bath he rubs the tub before he gets in because it has rust spots on it.

When Jud has a bun he looks to see if it has too much butter on it. Jud's wife is Jill. Jill likes to have fun. She says, "Jud, you are a funny man. You do not trust me. If you just stop fussing things will not be bad. We can have a lot of fun!" Jill hugs Jud and Jud stops fussing that day.

1. What word describes Jud? ______________________
2. What does Jud not like on the rug? ______________________
   ____
3. What does Jud not like on the grass? ______________________
   ____
4. What does Jud do to his mug before he drinks? ______________________
   ____
5. Who is Jud's wife? ______________________
6. What does Jud's wife do to him? ______________________
   ____
7. "_f you j_st st_p f_ssing th_ngs w_ll n_t be b_d."

©VCC

New Words

that, said,
Sunday, o'clock,
broke, spilled,
dropped, kissed

Sam Has A Bad Day

Sam is a happy man. But Sunday was a bad day. Sam had a plan for a trip. He and his wife, Mary, were to go at 8 o'clock. Mary got up at ten. The trip had to be put off.

Sam has a son. His son's name is Sid. Sam and Sid went fishing on Sunday after lunch. Sam did not get a fish. Sid did not get a fish. Sam and Sid took the dog. The dog got lost.

Sam's little girl is Jan. Jan was bad that day. She hit her friend and lost her socks. She dropped her glass of pop. The pop spilled. The glass broke.

By six o'clock Sam was sad and mad. Sam said, "This is a bad day!" His wife kissed him. Sid and Jan kissed him. Then Sam was a happy man.

1. What is this story mainly about?
2. What day was Sam's bad day?
3. When did Sam's wife get up?
4. Who is Sid?
5. Who is Jan?
6. What did Jan do to make Sam mad?

©VCC

New Words

was, were, took,
from, doll, hammer,
sister, everyone, lose

Tom's Box

Tom had a big box. He put a lot of things in the box. His mother lost a clock. It was in Tom's box. His dad lost a hammer. It was in Tom's box. His sister lost a doll. The doll was in Tom's box. His friend lost a cap. It was in Tom's box. Everyone was mad at Tom because he put everything in his box. His mother took everything from the box. His dad got a lock and put it on the box. Tom can not put things in the box now.

1. What is this story mainly about? ____________________

2. What did Tom have? ____________________

3. What did Tom's dad lose? ____________________

4. What did Tom's friend lose? ____________________

5. Where were the lost things? ____________________

6. Who took everything from the box? ____________________

7. Why can't Tom put things in the box now? ____________________

© VCC

New Words

sometimes, finger,
dishes, balloon,
going, being,
having, funny

Kit Has A Fit

Kit is a woman. She is a big woman. Kit has six kids. They are not bad kids. But kids do bad things sometimes.

One day Kit's kids were bad. Jim hit his sister. Jill bit Jim's finger. Rick did not do the dishes. Bill lost the lid for a tin. Dick was sick but he did not take his pills. Kim stuck a pin in Jill's balloon and it went pop! Kit got mad at her kids. She yelled and yelled.

The kids said, "Mom, we will stop being bad. We are sad when you are mad." The kids sit with Kit and stop being bad.

Kit stops yelling and grins. She says, "I am not mad now. It is funny to be so mad. I was having a fit!"

1. How many kids does Kit have? ______________________

____

2. Why did Kit get mad? ______________________________

____

3. What happened when Kit got mad? __________________

____

©VCC

New Words

wants. hungry,
Vancouver, Banff,
Alberta, Canada,
cookies, mountains

Jim Goes On A Trip

Jim lives in Vancouver. Jim is planning a trip. He wants to see part of Canada. Jim is going to see Banff in Alberta.

Jim has a car and he is going on the trip in his car. He packs his things in his bag. He picks up his bag and puts it in his car. He packs apples and cookies in the car so he will not be hungry. Then Jim gets a map so he can see where he is going.

He puts gas in his car. Jim asks the man in the shop to check his car. The man tells Jim that his car will stop quickly when he is going fast in the valleys and mountains. Then Jim is set for his trip. Jim is happy to be going on a trip.

1. What is this story mainly about? ______________________

____

2. Where does Jim live? ______________________

____

3. What is Jim planning? ______________________

____

4. What does Jim want to see? ______________________

____

5. What does Jim put in his car? ______________________

____

6. Who checks Jim's car? ______________________

____

7. Why does Jim get a map? ______________________

____

© VCC

Two Bad Men

Stan and Bob are men. They live in Vancouver. Stan sees a big bank in Vancouver. He tells Stan that the bank is rich. They plan to stick up the bank.

Bob and Stan go into the bank. They have guns and they have masks on. They tell the banker to give them a lot of money. The men run from the bank. A woman yells, "Stop the men! They have robbed the bank."

A cop runs up. He sees the men. The cop runs after the men. The men get into a big green car. They get the car to go fast. The cop cannot stop them. Then two cops come up in a black car. They go after the men. They go fast.

Stan and Bob have to stop for a train that is crossing the road. The cops catch up with them. The cops jump from the car and get Stan and Bob. They will not let them go. Stan and Bob are mad and sad. They are bad men to rob a bank!

DIRECTIONS: Put in order. 1, 2, 3, _ _ _

______ A woman yells.

______ They go into the bank.

______ Bob and Stan plan to stick up the bank.

______ They tell the banker to give them the money.

______ Bob and Stan get in a green car.

______ They stop for a train.

______ A cop runs after the men.

______ The cops catch Stan and Bob.

DIRECTIONS: Answer in Sentences.

1. What is this story mainly about?

2. Why does the banker give them the money?

©VCC

THE SENTENCE

A sentence is a group of words that tells you something. It must have two parts. These are called the SUBJECT and the PREDICAT

A. someone + does something

Jill yells.

B. something + does something

The dog barks.

C. someone + is something

Tom is tall.

D. something + is something

The cat is black.

EXAMPLES

1. Bill is running.
2. A girl was yelling.
3. The cat scratches.
4. We dance.
5. The children sing.
6. The girl is tall.
7. The dog is sick.

THE SENTENCE

Fill in the missing part to make a sentence.

1. ______________________ runs.
2. ______________________ walked.
3. ______________________ was singing.
4. ______________________ did cry.
5. ______________________ is jumping.
6. ______________________ have smiled.
7. ______________________ had called.
8. ______________________ cooks.
9. ______________________ eats a cake.
10. ______________________ jumps a rope.

Fill in the missing part to make a sentence.

1. The girl ____ .
2. A boy ____ .
3. A small bird ____ .
4. The big cat ____ .
5. That house ____ .
6. The apples ____ .
7. I ____ .
8. You ____ .
9. We ____ .
10. She ____ .

©VCC

USE OF A AND AN

DIRECTIONS:

Use an before words that begin with a vowel. Use a before words that begin with a consonant. eg. an egg, a nap

1. Write a or an before each word below.

_____ apple

_____ boy

_____ cat

_____ dog

_____ elephant

_____ fish

_____ garden

_____ hose

_____ Indian

_____ jumper

_____ kettle

_____ lemon

_____ mountain

_____ needle

_____ opera

_____ peanut

_____ quarter

_____ ring

_____ singer

_____ tower

_____ umbrella

_____ vegetable

_____ wagon

_____ yam

_____ zoo

2. Use a or an in the blanks below.

1. He has _____ apple.
2. _____ dog is _____ animal.
3. _____ man has _____ hat.
4. _____ umbrella is nice on _____ wet day.
5. _____ lady and _____ infant went by us.
6. We saw _____ old house.
7. _____ hotel is nicer than _____ hospital.
8. _____ hour passed quickly.

*3. Use a or an below.

1. _____ ettxy ran away.
2. We saw _____ uxxpp.
3. _____ otttp chased _____ pxxz.
4. _____ uww ate _____ ahhh.
5. He ate _____ rddo and _____ ebbh.

© VCC

* Nonsense sentences that have no meaning.

PUNCTUATION

THE PERIOD .

A period is used at the end of:

1. a telling sentence

   eg. It is raining tonight.
2. a directing sentence

   eg. Close the door, please.

THE QUESTION MARK ?

A question mark is at the end of an asking sentence.

eg. Where is my coat? Is that your book?

THE EXCLAMATION MARK !

An exclamation mark is used at the end of an exclaiming sentence - a sentence with feeling in it.

eg. Stop that car! What a beautiful day!

EXAMPLES:

1. The man is happy.
2. Is the man happy?
3. I'm so happy!
4. Turn left at the corner.
5. Do I turn left at the corner?
6. He set the table.
7. The little boy is drowning!
8. The plants need some water.

©VCC

CAPITALS

Always CAPITALIZE:

1. The first word of a sentence.

   The book is open.

2. Names of people, pets, groups.

   Dan Jane Haida Taffy Cancer Society

3. Titles used with names.

   Prime Minister Trudeau Judge Smith

4. Initials and Abbreviations

   Mr. J. P. Jones Ms. M. A. Smith

5. Names of cities, provinces, countries, etc.

   Vancouver British Columbia Canada

6. Names of streets, highways, etc.

   Oak Street Broadway Westminster Highway

7. Days of the week, months

   Friday September 23, 1977

8. Holidays

   Thanksgiving Christmas Easter

9. The word "I"

   I am here.

© VCC

THE BEGINNING AND THE END

1. Every sentence begins with a capital letter. A person's name also begins with a capital letter. Sentences usually end with a period (.).

   Put capitals and periods in these sentences.

   1. the cat is wet

      ____

   2. jack got a job

      ____

   3. we saw linda white downtown

      ____

   4. uncle ted is packing and marg is helping

      ____

   5. the gift is for fred and edna

      ____

2. Sentences sometimes end with a question mark (?). Put the words in order to make a sentence. Then put in capitals and a period or a question mark.

   1. he sing can

      ____

   2. the fell in ken mud

      ____

   3. a bob had dad and nap

      ____

   4. kitchen the mess a is

      ____

   5. came man glad was dog his home the

      ____

   6. wet bench red the is

      ____

©VCC

CAPITALS

Names of places also begin with capital letters.

eg. Vancouver, British Columbia
Stanley Park
Whistler Mountain
Gastown
King Edward Campus

A. Draw a line between the two sentence parts. Put in capitals.

SUBJECT	PREDICATES
many adults	is fast and wild
victoria	has many animals
our fraser river	go to vancouver community college
the stanley park zoo	is canada's prime minister
pierre trudeau	is the capital of british columbia

B. Rewrite each word. Put in capital letters where needed.

1. kamloops ____________
2. city ____________
3. river ____________
4. banff ____________
5. vancouver general hospital
____
6. hospital ____________
7. thompson river ____________
8. oak street ____________
9. road ____________
10. broadway avenue ____________
____
11. store ____________
12. eaton's ____________

©VCC

ADDRESSING AN ENVELOPE

DIRECTIONS:

Study the example envelope.

Mr. John Smith
123 Main Street
Vancouver, B. C.
V6L 2J9

Miss Pat Jones
29 Maple Avenue
Calgary, Alta.
T7B 8X1

Address this envelope to a friend. Put your address in the upper left corner.

____
____
____
____

____
____
____
____

©VCC

CAPITALS AND PUNCTUATION

Put in capitals and punctuation where needed.

1. watch out for that truck
2. the tv is on
3. write to us soon
4. is she your sister
5. i will go shopping at woodward's tomorrow
6. my sister lives in kimberley b c
7. what time does the movie begin
8. christmas is on a sunday this year
9. where are you going for a holiday
10. the lions won again
11. joe went to stanley park yesterday
12. isn't she a great singer
13. help i've broken my arm
14. he called him j p instead of john patrick
15. the oldest man in town is captain walker

©VCC

SENTENCE SENSE

Someone or something, is doing something = sentence.
SUBJECT PREDICATE

A sentence passes on an idea.

Write S for sentence and Frag. for fragment of a sentence. Add words to the fragments to make complete sentences.

1. the man and his dog ______
2. is running away ______
3. Pam is singing ______
4. with a big car ______
5. washes the dishes ______
6. the man on the bus ______
7. that dog is barking ______
8. he has a funny name ______
9. on the desk ______
10. the little girl ______
11. I'm going home ______
12. pass the pepper ______
13. on the way to school ______
14. will be sunny tomorrow ______

©VCC

SENTENCE SENSE

Complete the sentences. Tell whether you added a SUBJECT or a PREDICATE.

1. the black car
2. are winning
3. is talking on the phone
4. the groceries
5. the strong wind
6. are walking along the road
7. is running around the block
8. the big chair
9. the leaves on the trees
10. is playing quietly
11. Bess and Ben
12. the big house at the end of the block
13. kicked the ball
14. will have a party

©VCC

SENTENCE SENSE - NOUNS

Fill in the blank with one word and finish the sentence.

1. That is my ________________ .

2. The ________________ is red.

3. I have six ________________ .

4. A ________________ is sleeping on the grass.

5. Put all of the ________________ in the box.

6. Jill sent me a ________________ .

7. There are some ________________ on the shelf.

8. How much do these ________________ cost?

9. This ________________ wants to see them.

10. One ________________ fell in the water.

11. ________________ is going to the ________________ .

12. ________________ ate an ________________ .

13. Many ________________ are coming to the ________________ .

14. His ________________ do not fit.

15. Her ________________ is on the ________________ .

© VCC

THE SIMPLE PRESENT TENSE

On page 79 you read that the Predicate is the part of the sentence that tells what the subject is doing. The Predicate often has an action word called a verb. The verb also can tell you when an action happened. We say a verb shows tense or time. There are three main verb tenses - the present, the past and the future tense

The simple present tense describes an action that goes on every day or happens regularly.

The simple present tense is a one word tense.

I sleep	we sleep
you sleep	you sleep
he, she, it sleeps	they sleep

Fill in the blanks with the correct form of the simple present tense of the verbs given.

1. We ________________ the paper every day. (read)
2. He ________________ to school by bus. (come)
3. You ________________ very well. (sing)
4. Mrs. Wilson ________________ in the garden every morning. (work
5. The car ________________ all the time. (stop)
6. They ________________ lunch together every day. (eat)
7. The crook ________________ banks. (rob)
8. I ________________ the dishes after lunch and he ________________ them after supper. (wash)

Write a sentence for each subject and verb below. Use the simple present tense.

1. He (run)
2. She (live)
3. We (walk)
4. Mary and Joan (swim)
5. Sam (cook)
6. The children (like)

©VCC

THREE SPECIAL VERBS

to be

I am	we are	The children are happy.
you are	you are	That man is a dentist.
he she } is it	they are	

to have

I have	we have	The dog has a bone.
you have	you have	The college has three buildings
he she } has it	they have	

to do

I do	we do	Steve does his homework every night
you do	you do	
he she } does it	they do	John and Rob do their studying together.

Underline the correct verb.

1. She (live, lives) in an apartment.
2. He (like, likes) to go hunting.
3. I (am, is) a teacher
4. The Greens (drive, drives) their car a lot.
5. Pat (have, has) a bike.
6. Sally (drink, drinks) too much coffee.
7. The books (is, are) on the shelf.
8. It (rain, rains) all the time.
9. The sand (is, are) hot.
10. Bob and Sam (has, have) some sandwiches.
11. You (is, are) finished.
12. I (do, does) not understand what you said.

©VCC

THE PRESENT - ing TENSE

(Present Continuous)

The present-ing tense is used when we are writing about something that is going on right now but is not yet finished.

examples:	I am working	we are working
	you are working	you are working
	he, she , it is working	they are working

This tense needs a helping verb (am, are, is) and a main verb with -i

A. Fill in the blanks with am, is, are.

1. I __________telling you the truth.
2. He __________ running after the robber.
3. You __________ kidding, aren't you?
4. It __________ raining cats and dogs.
5. We __________ going home right now.
6. They __________ living with his family until they find an apartment.
7. She __________ reading the paper.

B. Fill in the blanks with the present -ing tense.

1. They ______________ for you now. (look)
2. Mom ______________ dinner. (make)
3. I ______________ a good time at this party. (have)
4. The leaves ______________ off the trees. (fall)
5. It ______________ to rain. (start)
6. My books ______________ wet. (get)
7. Jack ______________ on the phone. (talk)
8. We ______________ sentences. (write)
9. The little boy ______________ t.v. (watch)
10. Two cats ______________ in the sun (sleep)

C. Write a sentence for each subject and verb below. Use the present -ing tense.

1. the car (stop)
2. He (eat)
3. A dog (trot)
4. Jan (sing)
5. I (mop)
6. They (go)

©VCC

SIMPLE PRESENT and PRESENT-ING

Put s.p. beside sentences in simple present tense and ing beside sentences in present -ing tense.

________ 1. The man looks happy.

________ 2. She is running away.

________ 3. I swim every day.

________ 4. He goes to bed at nine o'clock.

________ 5. Jane is teaching English.

________ 6. The little boy is sad.

________ 7. I eat at six o'clock.

________ 8. They watch TV every night.

________ 9. The water is running down the hill.

________ 10. The birds are singing.

________ 11. She is eating her supper.

________ 12. We are going to the zoo.

________ 13. Sally is very silly.

________ 14. Work begins at eight o'clock.

________ 15. That man sings very well.

©VCC

THE SIMPLE PAST TENSE

Many verbs add ed to make the simple past tense.

I walked	we walked
you walked	you walked
he, she, it walked	they walked

A. Write each sentence below in the past tense.

eg. I walk to school. present

I walked to school. past

1. You wash the dishes.

____

2. He smells roses.

____

3. We talk on the phone for hours.

____

4. She cooks terrific spaghetti.

____

B. Fill in the blanks with the correct form of the simple past tense of the verbs given.

1. We _______________ very hard yesterday. (work)
2. They _______________ the movie very much. (like)
3. The rain _______________ for two days. (last)
4. They _______________ in Victoria for three years. (live)
5. He _______________ out a gift for his friend. (pick)
6. I _______________ him good night. (kiss)
7. The children _______________ their hands. (scrub)
8. Ken _______________ the door. (slam)

C. Write a sentence for each of the verbs. Use the simple past tense.

1. They (watch)
2. We (turn)
3. He always (like)
4. She (want)
5. I (fill)
6. They (wash)

©VCC

FUTURE TENSE

Write each sentence below in the future tense.

eg. I walk to school. present

I will walk to school. future

1. Today he runs.

   Tomorrow ______________________

2. Today I sing.

   ____

3. She sings.

   ____

4. He yells.

   ____

5. I swim.

   ____

6. We dance.

   ____

7. You shout.

   ____

8. We scream.

   ____

9. I cry.

   ____

10. They fight.

    ____

11. We kiss the children.

    ____

12. He rings the bell.

    ____

© VCC

DESIGN A SIGN

You are manager of an apartment building. Each apartment has a set washing time. The people in number three say that when they go to do the washing, someone else always has a wash on. They are busy people and can only wash at the set time. Design a sign that will solve the problem.

You work in a shop that is closed on Sunday and Monday. It is open every other day for six hours but Friday when it is open for nine hours. Your boss wants the customers to know the shop's hours. He asks you to design a sign.

Your son wants to make some spending money. He plans to sell his old comic books and Kool-Aid. He needs a sign to attract customers and tell them the costs. Design a sign that will help your son.

©VCC

VOWEL SOUNDS

	a	e	i	o	u
Short ⟶	hat	end	in	job	cup
Long ⟶	name	see	time	go	use

DIRECTIONS: Circle all words that have a long vowel sound.

bad
den
milk
tree
big
run
bone
past
on
plant
sun
home
show
bug
damp
key
trick
by
like
seed

class
stop
write
fast
broke
read
stem
night
ate
nod
be
much
slot
crack
hid
bath
cup
as
bed
hit

child
please
stun
stuff
cold
got
play
we
see
ham
cute
fresh
come
plan
lip
pail
old
boss
few
say

is
she
date
duck
why
bus
fine
rain
oats
my
love
I
us
change
had
bowl
pipe
it
cent
trail

©VCC

/ā/ or /ă/

A. DIRECTIONS:

Write ā beside words with the long sound /ā/. e.g. name ā
Write ă beside words with the short sound /ă/. e.g. hat ă

rain ____
map ____
cash ____
may ____
plate ____
apple ____
mail ____
bag ____
stay ____
stamp ____

class ____
table ____
Sunday ____
handle ____
train ____
bath ____
make ____
patch ____
ran ____
gave ____

B. DIRECTIONS:

Read the following paragraph. Make a list of all the words with ā and one of all the words with ă.

There is a big lake near Vancouver. One day Kay and Mable were lazing in the sun by the lake. A sail boat was on the lake. It began to sway back and forth until it tipped over and sank. Mable swam to save the people in the boat. Kay just rolled over and continued to lay in the sun reading her paper and listening to the radio.

/ā/

__________ __________
__________ __________
__________ __________
__________ __________
__________ __________
__________ __________
__________ __________

/ă/

__________ __________
__________ __________
__________ __________
__________ __________
__________ __________
__________ __________
__________ __________

©VCC

PATTERNS OF /ā/

ay = /ā/
day = /dā/

A. The sound /ā/ at the end of a word is usually spelled ay.

bay
day
Fay
gay
hay
jay
Kay

lay
may
pay
ray
say
way

bray
clay
fray
gray
play
pray

slay
stay
sway
tray
spray
stray

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

always
ashtray
away
birthday
display
highways
mislay
payday
x-ray

* exceptions: they, hey

B. Fill in the blank with s or es.

1. The sunray____ played in the swaying branch____.
2. Fay wish____ she had Friday____ off.
3. He always pay____ his bill____ on Monday____.
4. On Sunday____ many church____ are full.
5. Please lay the clay ashtray____ on that tray.

C. Add the suffix to the word and use it in a sentence.

1. say + ing = __________

____

2. lay + er = __________

____

3. pray + ed = __________

____

4. day + s = __________

____

5. fray + ing = __________

____

© VCC

PATTERNS OF /ā/

ai = /ā/ rain = /rān/

A. The sound /ā/ in the middle of a word is often spelled **ai**.

aid
ail
aim
bail
bait
fail
gain
hail
jail
laid
maid
mail
main
nail
paid
pail
pain
raid
rail
rain
sail
tail
vain
wait
brain
chain
claim
faint
frail
grain
plain
paint
quaint
quail
saint
sprain
stain
strain
trail
acquaint
afraid
again
available
explain
maintain
raisin
refrain
tailspin

B. On the next page you will find a diagram called a Logic Tree. This diagram tells you what to do when adding a suffix to a word. It will help you learn how to spell words with suffixes. Notice that the number of vowels and consonants in a word and the place they occur are important.

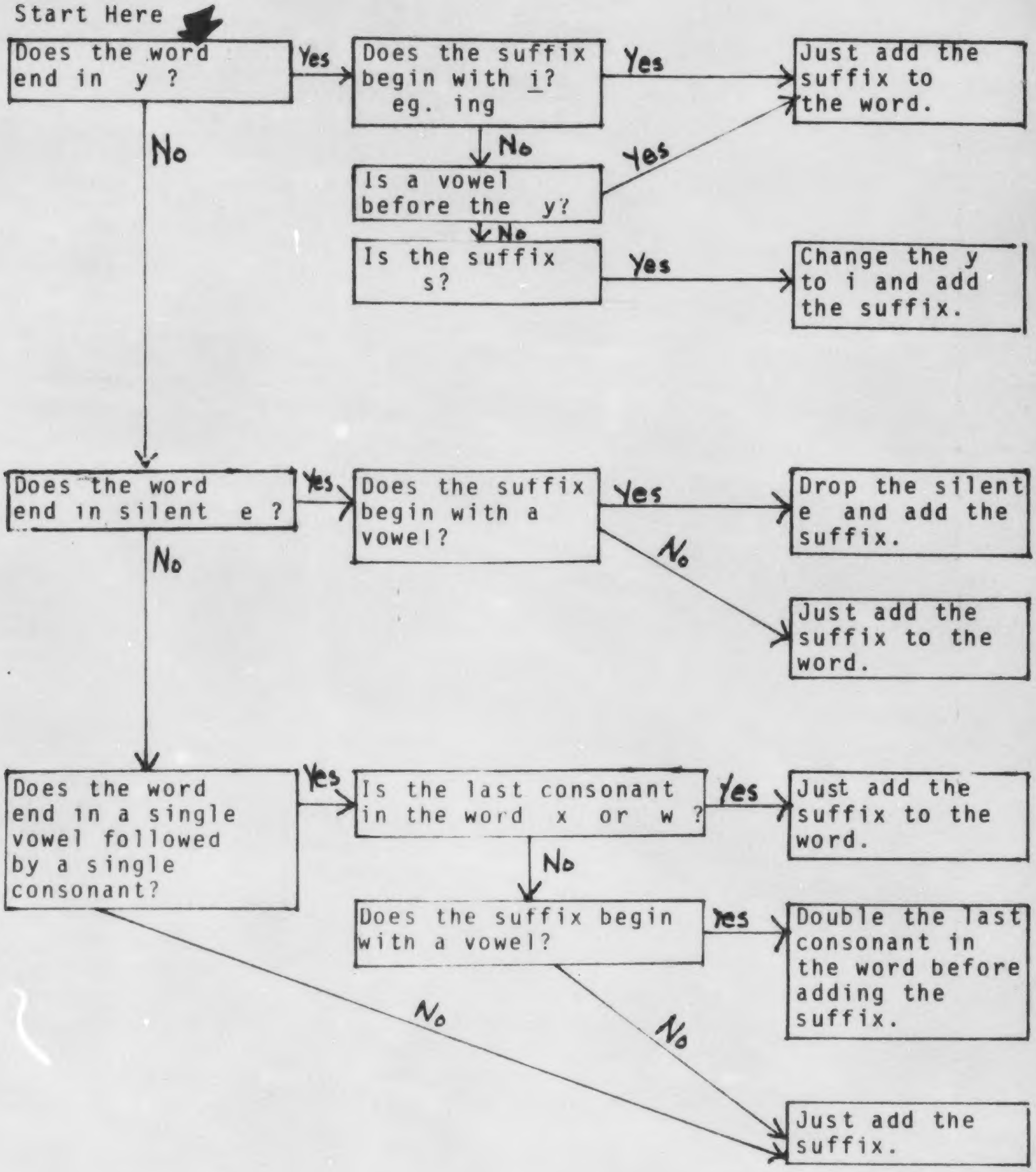
e.g. stop → stopping help → helped rain → rainy

DIRECTIONS: Add the suffixes.

	ing	ed	er	s
1. jail				
2. can				
3. raid				
4. wait				
5. trail				
6. strain				
7. bat				
8. paint				
9. sand				

©VCC

ADDING SUFFIXES


Start Here
Does the word end in y ?
Yes
Does the suffix begin with i? eg. ing
Yes
Just add the suffix to the word.
No
Is a vowel before the y?
Yes
No
Is the suffix s?
Yes
Change the y to i and add the suffix.
No
Does the word end in silent e ?
Yes
Does the suffix begin with a vowel?
Yes
Drop the silent e and add the suffix.
No
Just add the suffix to the word.
No
Does the word end in a single vowel followed by a single consonant?
Yes
Is the last consonant in the word x or w ?
Yes
Just add the suffix to the word.
No
Does the suffix begin with a vowel?
Yes
Double the last consonant in the word before adding the suffix.
No
No
Just add the suffix.

©VCC

PATTERNS OF /ā/

a-e = /ā/   name = /nām/

A. The sound /ā/ in the middle of a word is often spelled with a-e.

ace
ale
ate
bake
cake
came
cane
cape
date
face
fade

fame
fate
gale
game
gave
gaze
hate
lace
lake
lame
lane

late
laze
made
make
male
mane
mate
maze
name
pace
pale
pane

rake
rate
safe
sake
sale
save
take
tale
tame
vane
wade
wake

blame
brake
crate
drape
flame
grate
grave
plane
plate

skate
shame
shave
slate
slave
stake
state
spade
scrape

ache
airplane
awake
baseball
create
cremate
headache
placemat

B. DIRECTIONS: Find a homonym in the list above,
e.g. sail - sale

1. ail ____________
2. eight ____________
3. mail ____________
4. main ____________
5. maid ____________
6. pain ____________
7. tail ____________
8. plain ____________
9. break ____________
10. great ____________

C. Rule Review: Drop the silent e before adding a suffix that begins with a vowel. e.g. date dating
date dates

DIRECTIONS: Add the suffixes.

1. make + ing ____________
2. babe + y ____________
3. hate + s ____________
4. bake + er ____________
5. fade + ed ____________
6. name + ing ____________
7. laze + y ____________
8. shave + er ____________
9. gaze + ed ____________
10. scrape + s ____________

©VCC

PATTERNS OF /ā/.

DIRECTIONS: Change the vowel sound to /ā/. eg. mat - mate
plan- plane, plain

1. at ________
2. fat ________
3. cap ________
4. fad ________
5. Jan ________
6. hat ________
7. can ________
8. rat ________
9. tap ________
10. scrap ________

1. ran ________
2. man ________, ________
3. pan ________, ________
4. clam ________
5. pant ________
6. pal ________, ________
7. bat ________
8. am ________
9. van ________, ________
10. mad ________, ________

1. sack ________
2. tack ________
3. Jack ________
4. back ________
5. shack ________
6. stack ________
7. lack ________
8. snack ________
9. rack ________
10. flack ________

1. my may
2. try ________
3. fly ________
4. ply ________
5. sly ________
6. sty ________
7. reply ________
8. rely ________
9. pry ________
10. spry ________

©VCC

Int 8

PATTERNS OF /ā/

DIRECTIONS:

Fill in the blanks with five examples of each patter of a.

/ā/	=	ay	ai	a-e
	eg.	day	rain	name
	1.			
	2.			
	3.			
	4.			
	5.			

Add the suffixes

	Root Word	ing	ed	s
1.	stay			
2.	class			
3.	rain			
4.	rake			
5.	pat			
6.	hate			
7.	claim			
8.	patch			
9.	faint			
10.	bake			
11.	back			
12.	plan			
13.	spray			
14.	flag			
15.	scrape			

©VCC

SPELLING /ā/

DIRECTIONS: Cover each list of words with a card or piece of paper. Have someone dictate the words to you. Then uncover the list and correct your spelling carefully.

1. gave ____________
   pray ____________
   hate ____________
   brain ____________
   wake ____________
   wait ____________
   male ____________
   came ____________
   stain ____________
   lane ____________

2. aim ____________
   place ____________
   lace ____________
   clay ____________
   make ____________
   Monday ____________
   gray ____________
   bait ____________
   plate ____________
   game ____________

3. Saturday ____________
   cake ____________
   say ____________
   ate ____________
   face ____________
   chain ____________
   paint ____________
   tail ____________
   lay ____________
   plain ____________

4. brake ____________
   spray ____________
   claim ____________
   date ____________
   pain ____________
   rain ____________
   daisy ____________
   ashtray ____________
   explain ____________
   airplane ____________

© VCC

Int 10

HEARING SYLLABLES

A. Hum a bar of "Happy Birthday to You". Count the beats. Did you count six beats? There are six syllables in that bar.

A syllable is a word or a part of a word in which you hear a vowel sound.

Say man, he, go, luck. How many vowels do you hear in each word. ______. These are one-syllable words.

Say rain, please, time. How many vowels do you see in each word? ______, ______, ______. How many vowels do you hear in each word? ______, ______, ______. These are also one-syllable words.

Say happy. How many vowels do you hear? ______. Happy has ______ syllables.

B. DIRECTIONS: Say each word below. Count the beats made by the vowel sounds. Then write down the number of syllables.

big ______
funny ______
wishes ______
catch ______
afternoon ______
four ______
vowel ______
short ______
paragraph ______
highway ______
sprayed ______
words ______

summer ______
grill ______
hats ______
painted ______
beginning ______
date ______
syllable ______
handy ______
following ______
wait ______
available ______
patterns ______

©VCC

/ē/ or /ĕ/

A. DIRECTIONS:

Write ē beside words with the long sound /ē/. e.g. be ē
Write ĕ beside words with the short sound /ĕ/. e.g. end ĕ

mess ____
eat ____
end ____
help ____
be ____
pet ____
shell ____
keep ____
bench ____
here ____

dear ____
see ____
dress ____
three ____
went ____
please ____
she ____
specks ____
these ____
best ____

B. DIRECTIONS:

Read the following paragraph. Make a list of all the words with ē and a list of all the words with ĕ.

A flea is a tiny animal. It has legs and likes to leap about on animals. It disturbs them even when they sleep. The itchy feeling never ends. If your pet starts to scratch and twitch, check it for fleas. If you see fleas buy some flea powder. It will please your pet and make its life more peaceful. This way you won't get fleas. Then you and your pet will be flea-free and happy.

/ē/

__________ __________
__________ __________
__________ __________
__________ __________
__________ __________
__________ __________
__________ __________

/ĕ/

__________ __________
__________ __________
__________ __________
__________ __________
__________ __________
__________ __________
__________ __________

©VCC

PATTERNS OF /ē/

e = /ē/   me = /mē/

A. A single vowel at the end of a word is usually long.

be
he
me
we
she
the (sometimes)

DIRECTIONS: Change the following long vowel sounds into short vowel sounds. e.g. me - met, mess

be - _____ , _____
he - _____ , _____
we - _____ , _____
she - _____ , _____

ee = /ē/   see = /sē/

B.
bee
beef
been
beer
beet
deed
deep
deer
eel
fee
feed
feel
feet
heel
jeep
keel
keep
meek
meet
need
peek
peel
peep
reed
reef
reel
see
seed
seem
seen
tee
teen
weed
weep
bleed
breed
creak
creep
flee
fleet
free
glee
greed
green
greet
queen
sleek
sleep
sneer
speed
steed
steep
steer
sweep
sweet
tree
tweed
screen
spleen
spree
street
cheer
sheen
sheep
teeth
three
wheel
beetle
cheese
coffee
knee
sneeze

DIRECTIONS: Add the suffix y to the words below.

1. beef __________
2. seed __________
3. weep __________
4. leg __________
5. greed __________
6. cheese __________
7. cheer __________
8. jell __________
9. speed __________
10. pep __________
11. sleep __________
12. creep __________
13. mess __________

©VCC

PATTERNS OF /ē/

ea = /ē/ eat = /ēt/

A. bead
beam
bean
beat
deal
dear
dean
ear
feat
fear
heal
hear
heat
lead
leaf
leak
lean
leap
meal
mean
meat
near
neat
pea
peak
peal
read
real
rear
sea
seal
seam
seat
tea
teak
team
tear
veal
year
bleak
clean
clear
cleat
creak
cream
dream
flea
freak
gleam
plea
plead
pleat
sneak
speak
steal
steam
streak
treat
scream
stream
east
beast
feast
least
yeast
ease
easy
please
tease
season
reason
lease
crease
grease
release
eave
leave
peace
cheap
cheat
wheat
each
beach
peach
reach
teach
preach
beaver
meatballs
earring
streamline
defeat
repeat

B. DIRECTIONS: Fill in the blanks with the correct word.

1. beat, beet
   1. I like to eat ________ soup.
   2. I can ________ you to the end of the road.
   3. It is not kind to ________ animals.

2. deer, dear
   1. A ________ is bigger than a dog.
   2. You were a ________ to give me a gift.

3. meet, meat
   1. Beef and pork are two kinds of ________.
   2. Please ________ me at noon.

4. peek, peak
   1. Did you ________ through a crack in the door.
   2. The ________ of the fruit season is in June.

©VCC

Int 14

SUFFIXES

DIRECTIONS: Add the suffix at the top of the list.

	ROOT WORD	Add ed	Add ing	Add er
1.	paint	painted	painting	painter
2.	bake			
3.	stop			
4.	seed			
5.	bat			
6.	slip			
7.	learn			
8.	print			
9.	skate			
10.	back			
11.	save			
12.	hunt			
13.	plan			
14.	wait			
15.	pick			
16.	trail			
17.	speed			
18.	train			
19.	rob			
20.	walk			
21.	clean			
22.	tap			
23.	claim			
24.	pat			
25.	jump			
26.	train			
27.	rake			
28.	dream			
29.	trap			
30.	bait			

©VCC

PATTERNS OF /ē/

e-e = /ē/   eve = /ēv/

A.
eke
deke
here
scene
these
theme
evening
compete
complete

ey = /ē/   key = /kē/

B.
alley
chimney
donkey
hockey
honey
jockey
journey
key
kidney
money
monkey
phoney
turkey
valley

y = /ē/   happy = /hăpē/

C. The sound /e/ at the end of a two syllable word is usually spelled y.

1. End of unstressed syllable. e.g. hap py

candy
caddy
dandy
berry
carry
family
thirty
fifty
forty
twenty
many
party
study
penny
hobby
city
lady
navy
baby
story
jury

2. In the suffixes - y   e.g. hill + y = hilly
-ly   sad +ly = sadly

daddy
witty
handy
fussy
sandy
Billy
shady
foggy
leafy
meaty
hairy
rainy
roomy
dirty
sweetly
freely
kindly
lately
slowly
neatly
cheaply
nearly
weekly
plainly
mainly
gladly

©VCC

SUFFIXES AND WORDS THAT END IN y

Use the Logic Tree to help you add suffixes to these words that end with y

A. DIRECTIONS: Add "ing" to each word.
Write the new word in list A.

	A	B		A	B
1. stay			1. copy		
2. play			2. study		
3. delay			3. cry		
4. toy			4. pity		
5. pray			5. hurry		
6. monkey			6. carry		
7. fray			7. dry		
8. enjoy			8. marry		
9. employ			9. try		
10. journey			10. fry		

B. DIRECTIONS: Now add "ed" to each word. Write the new word in list B.
Better recheck the Logic Tree before you start.

C. DIRECTIONS: Add s or es to the words below.

1. alley ____________
2. study ____________
3. penny ____________
4. valley ____________
5. dry ____________
6. toy ____________
7. funny ____________
8. hobby ____________
9. stray ____________
10. berry ____________
11. butterfly ____________
12. buy ____________
13. grocery ____________
14. family ____________
15. city ____________
16. fairy ____________
17. candy ____________
18. copy ____________
19. joy ____________
20. monkey ____________
21. fly ____________
22. policy ____________
23. day ____________
24. turkey ____________
25. lady ____________
26. ray ____________
27. country ____________
28. cherry ____________
29. body ____________
30. sky ____________

©VCC

Int 17

SYLLABLES

DIRECTIONS: Count the number of syllables in these words.
e.g. Vancouver __3__

1. key ____________
2. answer ____________
3. boxes ____________
4. stairs ____________
5. chilly ____________
6. hurrying ____________
7. planning ____________
8. planned ____________
9. planted ____________
10. consonant ____________
11. apple ____________
12. please ____________
13. reading ____________
14. he ____________
15. Canada ____________
16. sleepy ____________
17. play ____________
18. rained ____________
19. painted ____________
20. syllable ____________
21. teacher ____________
22. afraid ____________
23. eleven ____________
24. Friday ____________
25. jumps ____________
26. unhappy ____________
27. three ____________
28. benches ____________
29. Saturday ____________
30. plate ____________
31. after ____________
32. lunches ____________
33. peeked ____________
34. meatballs ____________
35. scream ____________
36. defeated ____________
37. hammer ____________
38. wept ____________
39. Victoria ____________
40. readers ____________

© VCC

PATTERNS OF /ē/

A. DIRECTIONS: Fill in the blanks with four examples of each pattern of /ē/.

/ē/ =	e	ee	ea	e-e	ey	y
eg.	be	feel	eat	eve	money	happy
1.	______	______	______	______	______	______
2.	______	______	______	______	______	______
3.	______	______	______	______	______	______
4.	______	______	______	______	______	______

B. DIRECTIONS: Read these sentences. Circle all words that have an /e/ sound.

1. Steve can see the peach tree.
2. Pete was found at the scene of the crime with the keys in his pocket.
3. Hallowe'en Eve is the time for tricks and treats.
4. These bean seeds will grow and reach the top of the bean pole very soon.
5. Where can you get a cheap meal around here?
6. "Deke him out", yelled the hockey player.
7. This evening she plans to spend lots of money.

C. DIRECTIONS: Change the short vowel sounds in these words to long vowel sounds. eg. men mean

1. mat ______
2. set ______
3. step ______
4. ten ______
5. dam ______
6. net ______
7. peck ______ ______
8. pad ______
9. bet ______ ______
10. tam ______
11. her ______ ______
12. rat ______

© VCC

SPELLING /ē/

DIRECTIONS:

Cover each list of words with a card or piece of paper. Have someone dictate the words to you. Then uncover the list and correct your spelling carefully.

1. heat ____________
beef ____________
clean ____________
creep ____________
wheat ____________
be ____________
tree ____________
stream ____________
reason ____________
dream ____________

2. flee ____________
seat ____________
knee ____________
meat ____________
scream ____________
wheel ____________
cream ____________
streak ____________
queen ____________
deer ____________

3. green ____________
bead ____________
three ____________
beat ____________
bleak ____________
neat ____________
me ____________
sneeze ____________
cheat ____________
treat ____________

4. sleep ____________
beet ____________
speed ____________
team ____________
she ____________
feed ____________
meet ____________
beam ____________
sweet ____________
cheese ____________

5. screen ____________
gleam ____________
steam ____________
weed ____________
bean ____________
seam ____________
bleed ____________
meal ____________
real ____________
deep ____________

©VCC

/ī/ or /ĭ/

A. DIRECTIONS:

Write ī beside words with the long sound /ī/. e.g. time ī
Write ĭ beside words with the short sound /ĭ/. e.g. in ĭ

if ____
I ____
gift ____
little ____
like ____
which ____
by ____
children ____
child ____
night ____

die ____
strip ____
kind ____
thinking ____
writer ____
dinner ____
hiss ____
time ____
limp ____
why ____

B. DIRECTIONS:

Read the following paragraph. Make a list of all the words with ī and a list of all the words with ĭ.

I like to sleep in, but I just never get the chance. At six the birds begin to sing right by my window. I hide my head under my pillow until they fly away. Then my child starts to fry eggs and make coffee. The smell drives me wild. I sigh and get up. One day before I die I would like to sleep till noon in peace and quiet without anyone telling me, "Time to get up!"

/ī/

/ĭ/

© VCC

PATTERNS OF /ī/

y = /ī/ my = /mī/

A. The sound ī at the end of a word is usually spelled with y.

cry
dry
fly
my
ply
pry
sky
shy
spry
sty
try
wry
why
by
sly
reply
imply
apply
rely
defy

ild = /īld/
child = /chīld/

ind = /īnd/
mind = /mīnd/

B. The letter i followed by ld or nd usually sounds /ī/.

child
mild
wild
bind
find
kind
mind
rind
wind
blind
grind
remind
unwind
behind

C. DIRECTIONS: Add the suffixes to the word and use it in a sentence.

1. grind + er = ____________

____

2. wind + ing - ____________

____

3. ply + er + s = ____________

____

4. try + s = ____________

____

5. remind + ed = ____________

____

© VCC

PATTERNS OF /ī/

i‿e = /ī/
like = /līk/

A. The sound ī in the middle of a word is usually spelled with i‿e.

bike
bite
dice
dime
dine
file
fine
fire
five
hide
hike
hire

ice
lice
life
lime
line
live
mice
mile
mine
nice
nine
pine

pipe
rice
ride
ripe
side
tide
tile
time
tire
vice
wife
wine
wise

bride
brine
chime
chide
crime
drive
glide
grime
gripe
knife
price
prime
prize

quite
shine
slide
slime
smile
spike
swine
twice
while
white
write
strife
stripe

admire
beside
define
divide
excite
iceberg
icebox
inside
inspire
invite
outside
umpire
unwise

B. The letters ie in a one syllable word usually stand for the sound /ī/.

ie=/ī/
pie=/pī/

die
fie

lie
pie

tie

C. The letters igh stand for the sound /ī/.

igh=/ī/
night=/nīt/

fight
high
light
might
night

right
sigh
sight
tight

blight
bright
flight
fright

knight
plight
slight
thigh

delight
flashlight
frightened
lighten

©VCC

PATTERNS OF /ī/

DIRECTIONS:

Write the root word.

1.	drier	__________	6.	tighter	__________
2.	witty	__________	7.	icy	__________
3.	lied	__________	8.	frightened	__________
4.	unlikely	__________	9.	filing	__________
5.	striped	__________	10.	refilling	__________

A. Put ī or ĭ beside each word.

B. Mark the number of syllables in the word.

		A	B			A	B
1.	lighter	_____	_____	16.	whistled	_____	_____
2.	litter	_____	_____	17.	miles	_____	_____
3.	like	_____	_____	18.	reply	_____	_____
4.	lick	_____	_____	19.	split	_____	_____
5.	kitchen	_____	_____	20.	spilt	_____	_____
6.	unlikely	_____	_____	21.	splicing	_____	_____
7.	liquor	_____	_____	22.	wishes	_____	_____
8.	right	_____	_____	23.	sighted	_____	_____
9.	ripen	_____	_____	24.	Kitimat	_____	_____
10.	I	_____	_____	25.	tried	_____	_____
11.	imp	_____	_____	26.	spinach	_____	_____
12.	impact	_____	_____	27.	ripped	_____	_____
13.	night	_____	_____	28.	five	_____	_____
14.	written	_____	_____	29.	printing	_____	_____
15.	building	_____	_____	30.	high	_____	_____

© VCC

Int 24

PATTERNS OF /ī/

DIRECTIONS: Fill in the blanks with 5 examples of each.

/ī/ =	y	i(nd)	i-e	ie	igh
eg.	my	kind	like	tie	night
	________	________	________	________	________
	________	________	________	________	________
	________	________	________	________	________
	________	________	________	________	________
	________	________	________	________	________

DIRECTIONS: Change the vowel sound from short to long

eg. rid *ride*

sit *sight*

1. lit ________
2. lick ________
3. bit ________
4. mit ________
5. fit ________
6. writ ________
7. din ________
8. live ________
9. fin ________
10. flit ________
11. will ________
12. spit ________
13. quit ________
14. tack ________
15. speck ________
16. pick ________
17. wit ________
18. wed ________
19. at ________
20. grip ________

©VCC

SPELLING /ī/

DIRECTIONS: Cover each list of words with a card or piece of paper. Have someone dictate the words to you. Then uncover the list and correct your spelling carefully.

1. die __________
fire __________
cry __________
line __________
crime __________
ice __________
right __________
pie __________
hire __________
file __________

2. bright __________
while __________
lie __________
shy __________
blind __________
child __________
wife __________
high __________
prize __________
find __________

3. bite __________
quite __________
flight __________
sigh __________
sky __________
shine __________
knife __________
sight __________
nine __________
twice __________

4. pliers __________
kind __________
night __________
life __________
tie __________
wind __________
stripe __________
write __________
smile __________
tire __________

© VCC

/ō/ or /ŏ/

A. DIRECTIONS:

Write ō beside words with the long sound /ō/. e.g. go ō
Write ŏ beside words with the short sound /ŏ/. e.g. job ŏ

so ____
clock ____
often ____
old ____
chopping ____
show ____
bossy ____
home ____
dolls ____
no ____

those ____
belong ____
fondest ____
goes ____
sloppy ____
motel ____
boxes ____
open ____
operate ____
road ____

B. DIRECTIONS:

Read the following paragraph. Make a list of all the words with ō and a list of all words with ŏ.

Last night it got cold and the west wind began to blow. When I woke, the pond had frozen and there was lots of snow. I put on my coat and went for a long stroll down the road and to the pond. Everything was covered in a cloak of white snow. It was a peaceful sight to behold.

/ō/		/ŏ/	
________	________	________	________
________	________	________	________
________	________	________	________
________	________	________	________
________	________	________	________
________	________	________	________
________	________	________	________

© VCC

PATTERNS OF /ō/

o = /ō/   go = /gō/

old = /ōld/ cold = /kōld/

A. The letter o at the end of a word or before ld usually stands for the sound /o/.

go
no
so
ago

Eskimo
hero
piano
radio
solo

old
bold
cold
fold

gold
hold
mold
sold

told
scold
smolder
behold

o‿e = /ō/   home = /hōm/

B. The sound ō in the middle of a word is often spelled with o‿e. The letters o and silent e separated by one consonant sound usually stand for the sound /ō/.

bone
coke
cone
cove
dole
dome
dove
doze
hole
home
hope

hose
joke
lone
lope
mole
mope
nope
nose
note
poke
pole

pope
role
rope
rose
rove
tone
tote
vote
woke
wove
zone

close
clothes
clove
drone
drove
grope
grove
probe
prone
quote

choke
chose
shore
those
whole
slope
smoke
spoke
stone
stole
stove

alone
awoke
elope
notebook
ozone
phone
poker
wrote

©VCC

SUFFIX REVIEW

DIRECTIONS: Add the suffixes er and est.

e.g. cold colder coldest

Root Word	Add er	Add est	Root Word	Add er	Add est
1. close			21. shy		
2. hot			22. thick		
3. gay			23. bold		
4. fit			24. green		
5. near			25. clean		
6. slow			26. weak		
7. high			27. nice		
8. fine			28. tight		
9. plain			29. kind		
10. tall			30. steep		
11. late			31. shallow		
12. fast			32. wise		
13. brave			33. deep		
14. lovely			34. thin		
15. dim			35. light		
16. big			36. wide		
17. dry			37. bright		
18. lonely			38. sick		
19. wet			39. red		
20. mad			40. lean		

PATTERNS OF /ō/

oa = /ō/
boat = /bōt/

A. The letters oa usually stand for the sound ō.

boat
coal
coat
coax
foal
foam

goal
goat
loaf
loan
moan
moat

road
roam
soak
soap
toad

boast
coast
roast
toast
coach
poach

bloat
cloak
float
gloat
groan
throat

ow = /ō/
row = /rō/

B. The letters ow often stand for the sound /ō/.

bow
bowl
mow
own
sow
tow

blow
blown
crow
flow
flown
glow

grow
grown
know
known
slow
stow

show
throw
thrown

fallow
fellow
hollow
mellow
sallow
shallow
yellow

below
ownership
shadow
snowman
sparrow
window

C. Other patterns of /ō/:

poll
roll
toll
knoll

troll
scroll
stroll
swollen

folk
yolk
polka

bolt
colt
dolt
molt

doe
foe
hoe
tow

© VCC

Int 30

PATTERNS OF /ō/

DIRECTIONS: A. Put /ō/or /ŏ/ beside each word.
B. Mark the number of syllables in the word.

	A	B		A	B
1. go	/ō/	1	16. off		
2. rotten	/ŏ/	2	17. roping		
3. yellow			18. zone		
4. most			19. popsicle		
5. poker			20. spoken		
6. Mexico			21. rocker		
7. fellows			22. rover		
8. store			23. awoke		
9. elope			24. owner		
10. lobster			25. pottery		
11. coffee			26. rowing		
12. clothes			27. polka		
13. phone			28. robbery		
14. frozen			29. oxygen		
15. popping			30. sallow		

©VCC

Int 31

PATTERNS OF /ō/

DIRECTIONS: Fill in the blanks with 5 examples of each pattern of ō.

/ō/ =	o-e	oa	ow	o(ld)
eg.	rose	coat	row	cold
1.	________	________	________	________
2.	________	________	________	________
3.	________	________	________	________
4.	________	________	________	________
5.	________	________	________	________

DIRECTIONS: Change the vowel sound to /ō/.

1. cot coat
2. sock ________
3. cod ________
4. cost ________
5. gray ________
6. hop ________
7. quite ________
8. stock ________
9. got ________
10. John ________
11. to ________ ________
12. rail ________ ________
13. rob ________
14. gay ________
15. rod ________ ________
16. wake ________
17. she ________
18. not ________
19. rot ________ ________
20. say ________ ________ ________

©VCC

SUFFIX REVIEW

On this page you will review all the rules for adding suffixes:

1. The Final Consonant Rule
2. The Silent E Rule
3. The Final Y Rule

They are important spelling rules. For example, if you don't follow the first rule you may find yourself writing to a friend that you're hopping to see him when you mean hoping although both may be true. Or you may totally confuse somebody with bakeer because you forgot Rule 2.

*DIRECTIONS: Fill in the chart below as shown.

	Root Word	Suffix Added	Change in Root
1. painter	paint		no change
2. named			drop silent e
3. hopped		ed	double final consona
4. tries	try	es	change y to i
5. slower			
6. being			
7. brighten			
8. hoping			
9. hurried			
10. stayed			
11. letting			
12. fined			
13. slower			
14. messes			
15. drying			
16. sleepy			
17. sandy			
18. floating			
19. meanest			
20. kindest			

* Note all suffixes begin with vowels.

©VCC

/ū/ or /ŭ/

A. DIRECTIONS:

Write ū beside words with the long sound /ū/. e.g. use ū
Write ŭ beside words with the short sound /ŭ/. e.g. cup ŭ

hug ____
butter ____
fuse ____
struck ____
human ____
argue ____
junk ____
cute ____
thud ____
beauty ____

music ____
Sunday ____
upset ____
few ____
lunch ____
usual ____
mumble ____
huge ____
come ____
stuff ____

B. DIRECTIONS:

Read the following paragraph. Make a list of all the words with ū and a list of all the words with ŭ.

Stuart and Huey think they make beautiful music together. Stu bungles the flute while Huey makes vulgar noises on a huge tuba. Only a few people ever queue up to hear their duets. Two reviewers for a newspaper, Buffy and June, say that Stuart and Huey muck up music for all humanity. One day the people of the universe will unite and refuse to put up with their stupid and ridiculous tunes.

/ū/

________ ________
________ ________
________ ________
________ ________
________ ________
________ ________

/ŭ/

________ ________
________ ________
________ ________
________ ________
________ ________
________ ________

* Note: some words with /ū/ may be pronounced also /ü/.
e.g. new = /nū/ or /nü/

©VCC

PATTERNS OF /ū/

u-e = /ū/   fuse = /fūz/

A. The sound /ū/ in the middle of a word is usually spelled with u-e
The letters u-e are pronounced /ū/ or /ü/ as in fool.

cure
cute
*dude
*Duke
*dune
*dupe

*fume
fuse
huge
*June
*jute
mule

muse
mute
*nude
pure
*tube
*tune
use

refuse
volume
useful
amuse
excuse

ew = /ū/   few = /fū/

B. The sound /ū/ at the end of a word is usually spelled with ew.
The letters ew are pronounced /ū/ or /ü/.

*dew
few
hew
mew
*new

*newt
pew
view
*knew
*stew

jewel
*newspaper
*newsprint
pewter
*renew
review

*Newfoundland
*New Brunswick
*New Westminster

C. Other patterns of /ū/

cue
*due
hue

*Tuesday
argue
continue
queue

feud
beauty

* Words that can be pronounced ū or ü.

©VCC

PATTERNS OF /ū/

DIRECTIONS:

Fill in the blanks with 5 examples of each pattern of /ū/.

/ū/ =	u-e	ew	ue
1.			
2.			
3.			
4.			
5.			

A. Put ū or ŭ beside each word.

B. Mark the number of syllables in the word.

		A	B			A	B
1.	cut			11.	ruckus		
2.	cute			12.	mucky		
3.	lucky			13.	music		
4.	excuse			14.	university		
5.	ruthless			15.	uniform		
6.	lump			16.	umpire		
7.	jumped			17.	upset		
8.	using			18.	fuming		
9.	humanity			19.	humble		
10.	tune			20.	rugby		

©VCC

SUFFIXES THAT BEGIN WITH A CONSONANT

So far most of our work in adding suffixes has been with suffixes that begin with vowels - vowel suffixes (ing, y, ed, er, est, es). Did you notice that the final letter in the root word and the type of letters just before it, determine what changes have to be made? The reason for this is that when vowels get close to one another they can have a big effect on the sound of the word. You have seen how strong a final silent e is (cap-cape, her-here, win-wine). Then if we do not follow the final consonant rule with words like mop, the vowel in the suffix will change /ŏ/ to /ō/, and someone will have mōped when they should have mŏpped. The double p protects the short vowel sound. Dropping the final silent e is important, too, for it will not remain silent if it stays. e.g. braveest. Remember the vowel at the start of a suffix may effect the root word.

Suffixes that begin with consonants are not nearly so troublesome. Love becomes lovely quite easily and you can turn ship into shipment without the extra p needed in shipping. But did you notice what had to be done to easy to make it easily. The only suffix rule you've learned so far that is needed when adding consonant suffixes is the Final Y Rule.

DIRECTIONS: Use the Logic Tree to help you add the suffixes in the exercise below:

1. happy + ness ______________
2. quickly + ly ______________
3. use + ful ______________
4. laugh + s ______________
5. sad + ness ______________
6. move + ment ______________
7. lucky + ly ______________
8. dim + ly ______________
9. rest + less ______________
10. thank + ful ______________
11. lone + ly ______________
12. sin + ful ______________
13. coy + ly ______________
14. penny + less ______________
15. amuse + ment ______________
16. hope + less ______________
17. beauty + ful ______________
18. busy + ness ______________
19. care + ful ______________
20. care + less ______________

* One syllable adjectives ending in y often keep the y before
ly & ness.   shy - shyly or shily but shyness
dry - dryly or drily but dryness

© VCC

SUFFIX REVIEW

1. slip + ed = __________
2. slice + ing = __________
3. wait + er = __________
4. rain + y = __________
5. dim + ness = __________
6. meet + ing = __________
7. pot + er = __________
8. stick + y = __________
9. fizz + s = __________
10. track + ing = __________
11. glad + ly = __________
12. bump + er = __________
13. party + s = __________
14. start + ed = __________
15. play + er = __________
16. rot + en = __________
17. happy + ly = __________
18. forget + ful = __________
19. chose + en = __________
20. clean + est = __________
21. plump + ness = __________
22. sun + y = __________
23. happy + er = __________
24. whistle + ed = __________
25. highway + s = __________
26. slow + est = __________
27. use + less = __________
28. business + s = __________
29. thick + en = __________
30. hot + est = __________
31. perfect + ly = __________
32. help + ful = __________
33. ban + ing = __________
34. noise + y = __________
35. astonish + ment = __________
36. carry + ed = __________
37. slow + ed = __________
38. hurry + ing = __________
39. write + er = __________
40. lazy + ness = __________
41. argue + ment = __________
42. lonely + est = __________

© VCC

REVIEW

DIRECTIONS:

A) Circle each word in the line that has the same vowel sound as the first word.

1. night - spry wish time pie
2. pen - fresh lesson eat friend
3. day - carpet shake after plain lazy
4. bird - turn large jerk store fire
5. on - block hope cross hot one
6. use - full under argue few huge
7. apple - lamp way tall stack cane
8. in - kitchen I sense strip find
9. seem - we lucky dream rent shy
10. up - cute come church crunch fuzzy
11. go - rob blow drove road most
12. car - barn jar care market marry

B) Sort these words by vowel sound.

sold, eve, fine, mute, roll, leave, cake, pew, key, stone, paint, wild, being, cue, grow, right, fry, sleep, load, tie, stay.

ā	ē	ī	ō	ū
________	________	________	________	________
________	________	________	________	________
________	________	________	________	________
	________	________	________	
	________	________	________	

© VCC

REVIEW

DIRECTIONS:

Change the vowel sound from short to long.

eg. fat - fate
bed - bead

1. cut ____________
2. rid ____________
3. her ____________
4. fad ____________
5. not ____________
6. slim ____________
7. slop ____________
8. tub ____________
9. scrap ____________
10. them ____________
11. pant ____________
12. fed ____________
13. fit ____________
14. cot ____________
15. sock ____________
16. bed ____________
17. clam ____________
18. lid ____________
19. slit ____________
20. step ____________

DIRECTIONS:

Change the vowel sound from long to short.

eg. hope - hop
lake - lack

1. bite ____________
2. Pete ____________
3. mope ____________
4. bake ____________
5. use ____________
6. deke ____________
7. slide ____________
8. clothe ____________
9. cape ____________
10. huge ____________

DIRECTIONS:

Change the vowel sound from long to short.

eg. mean - men   fly - flick
she - shell

1. light ____________
2. rain ____________
3. goat ____________
4. died ____________
5. beast ____________
6. feel ____________
7. go ____________
8. me ____________
9. try ____________
10. gray ____________
11. die ____________
12. free ____________

© VCC

SPELLING PATTERNS OF TWO-SYLLABLE WORDS

DIRECTIONS: Say the following words. Listen to the sound of the first vowel. Sort words into two lists.

rabbit kitchen hotel meter puppy
pupil lady spider better often

Long	Short
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

DIRECTIONS: Fill in the blanks.

1. Each word has ______ syllables.
2. How many consonants follow the long vowel sound? _______
3. How many consonants follow the short vowel sound? ______

DIRECTIONS: Choose the correct word and fill in the blanks.

dinner/diner 1. The waiter served the ______ a magnificent ______.

supper/super 2. When he was finished________, the customer said, "That_______ was _________."

stripped/striped 3. When we moved in, we hated the _________wallpaper so much that we______ the walls and painted them white.

hoped/hopped 4. The bunny ______ to find some carrots when he ______into the garden.

mopping/moping 5. His boss said, "The floor needs _______ so stop _______around and get to work."

©VCC

SPELLING PATTERNS IN TWO-SYLLABLE WORDS

Long vowel sounds in non-final syllables are usually spelled by a single vowel followed by a single consonant.

Example: baby, even, pilot, open, music

Short vowel sounds (in non-final syllables) are usually spelled with a single vowel followed by two or more consonants. Often a consonant is doubled to show a short vowel sound.

Example: matter, children, fellow, stocking, under

Long /ā/

acorn
agent
amen
April
baby
bacon
basin
basis
caper
crazy
David
famous

favor (favour)
gravy
label
labor (labour)
lady
later
lazy
paper
razor
savor

agency
capable
nation
potato
radio
station
tomato
vacation
volcano

able
cable
fable
gable
Mable
maple
sable
table
stable
staple

Short /ă/

active
address
admit
Alberta
alley
angry
answer
basket
blanket
chapter

daddy
factory
fancy
fragment
happen
happy
jacket
ladder
latter
magnet

mammal
manners
master
pattern
rabbit
racket
tractor
valley
establish
passenger
Saskatchewan

angle
apple
babble
battle
cackle
candle
castle
cattle
dabble
gamble
grapple
saddle
sample
scrabble

© VCC

SPELLING PATTERNS IN TWO-SYLLABLE WORDS

Long /ē/

being
create
decay
ego
equal
even
evil
female
frequent
legal
medium
meter
precede
pre-fab
prefix
prepare
prepay
pretext
preview
prewar
preschool
react
realize
reborn
recent
recess
recount
re-entry
refill
refit
rehash
reflex
reform
regal
region
secret
veto
zebra
zero

Short /ĕ/

beckon
better
center
dentist
elbow
empty
enter
fellow
letter
lesson
mellow
member
pencil
pepper
plenty
reckon
settle
shelter
temper
twelve
twenty
wedding
yellow
Edmonton
February
September
Wednesday
yesterday

© VCC

SPELLING PATTERNS IN TWO-SYLLABLE WORDS

Long /ō/

cocoa
cozy
crocus
donor
donut
focus
gopher
grocer
hobo
hotel

local
locate
molar
moment
motel
motion
motor
notice
notify
November

ocean
odor (odour)
okay
omit
opal
open
oval
over
ozone

pony
progress
project
rodeo
sofa
solo
total
totem
trophy
vocal

Short /ŏ/

bottle
bottom
coffee
cellar
copper
cotton
doctor

dollar
donkey
follow
gobble
hobby
hockey
hollow

jockey
monster
nonsense
object
office
often
Ontario

pocket
problem
rocket
soccer
hospital
October
possible

Long /ū/

beauty
bugle
dual
duet
duty

funeral
futile
human
humor
museum
music

pupil
student
stupid
tuba
tulip
tunic

unit
unite
unicorn
uniform
universe
university
usual

Short /ŭ/

bubble
bucket
buffalo
buggy
bungle
bunny
butter
buttons

funny
hundred
hungry
husband
multiply
mustang
number
pumpkin
puppet

rubber
shuffle
subtract
sudden
suffix
summer
Sunday
supper
supply

thunder
trumpet
tumble
tunnel
umbrella
uncle
under
unless
until

© VCC

SPELLING PATTERNS IN TWO-SYLLABLE WORDS

Long /ī/

bible
cider
climate
crisis
diet
diner
Friday
final
giant

idea
idol
iron
item
ivy
library
lion
pilot
pirates

private
quiet
rifle
rival
silent
spider
tiger
trial
vibrate

bicycle
hibernate
identify
identity
tricycle
violent
violet

Short /ĭ/

chicken
children
dinner
district
disturb
finger
income
indeed
inspect
insult

invent
invest
kitten
listen
little
middle
million
mistake
nickel
picture

plaster
ribbon
silver
simple
single
sister
slipper
splinter
sprinkle
tickets

twinkle
victim
village
whisper
whistle
wiggle
willow
window
winter
zipper

different
history
important

DIRECTIONS: These words have been spelled wrong. Use your understanding of patterns to figure out the correct spelling.

1. bibble ____________
2. funy ____________
3. payper ____________
4. roket ____________
5. quighet ____________
6. aible ____________
7. zeero ____________
8. diferent ____________
9. moament ____________
10. setle ____________
11. mater ____________
12. dolar ____________

©VCC

HEARING AND SEEING SYLLABLES

DIRECTIONS: Count the number of syllables.

1. table ______
2. road ______
3. newspaper ______
4. thinking ______
5. nobody ______
6. book ______
7. radio ______
8. lighter ______
9. cried ______
10. potato ______
11. peace ______
12. Ontario ______
13. motor ______
14. refuse ______
15. stitch ______
16. Saskatchewan ______
17. pecked ______
18. bottle ______
19. Alberta ______
20. university ______

DIVIDING WORDS INTO SYLLABLES

There are two basic reasons you should learn how to divide words into syllables:

1. Spelling long words is much easier if you attack the word in small parts.
   e.g. antidisestablishment an-ti-dis-es-tab-lish-ment

2. Writing is clearer if you divide words correctly.
   e.g. He wanted to know the tot-
   al number of chairs in the room.

   Dividing total in this way confuses the reader for he sees tot (tot) and has trouble putting the word sounds together.

DIRECTIONS: Divide the following words into syllables.

e.g. to-tal , pub-lish
v-cv vc-cv

1. meter __________
2. member __________
3. later __________
4. latter __________
5. hollow __________
6. hotel __________
7. dinner __________
8. diner __________
9. bugle __________
10. bungle __________

©VCC

PATTERNS OF /ü/

oo = /ü/
fool = /fül/

A. The sound /ü/ is often spelled oo.

boo
boom
boot
booze
cool
coop
doom
food
fool
goofy
hoop
hoot

loom
loop
loot
moo
moon
moose
noon
ooze
poor
roof
room
root

snooze
soon
too
tool
toot
zoo
zoom

bloom
broom
gloom
groom
groove
proof
scoop
scoot
snoopy
spool
spoon
stooge
stool
stoop
troop

booth
choose
school
shoot
smooth

balloon
cartoon
raccoon

u‿e = /ü/
use = /üz/

B. The sound /ü/ is sometimes spelled u‿e.

tune
tube
nude
dude
duke
dune
June
jute
rude
rule

brute
crude
prude
prune
lute
flute
salute
plume
pollute

©VCC

PATTERNS OF /ü/

A. The sound /ü/ is usually spelled u in a nonfinal syllable.

lunar
*duty
*dual
*duel
*duet
cruel

*tuba
*tulip
*tunic
*super
ruby
ruin

*student
*stupid
frugal
influenza
influence

u = /ü/
ruby = /rü·bē

ue = /ü/ blue = /blü/

B. The sound /ü/ is sometimes spelled ue.

*due
*sue
rue

blue
clue
true
glue

C. Other patterns of /ü/.

shoes

group
soup
you
through

lose
whose
prove
move

fruit
suit
nuisance
cruise

who
to
do

ew = /ü/ grew = /grü/

D. The sound /ü/ is sometimes spelled ew.

*dew
*new
*newt
*stew
*knew
Jew

blew
flew
slew

crew
grew
drew
brew
strew

screw
threw
*newspaper
sewer
renew
Saskatchewan

chew

* indicates words that are usually pronounced /ü/ in Canada but in other places can be pronounced /ū/.

© VCC

UNUSUAL PATTERNS OF /o/

On this page are listed words containing a vowel sound similar to, or the same as the short sound of o as in /ŏ/ = cot, stop, on.

a = /ŏ/ all = /ŏl/

A. The sound /ŏ/ before the letter l is often spelled a.

ball
call
fall
hall
mall
tall
wall

small
stall
install
squall
appalling
befall

halt
malt
salt

alderman
almost
already
alright
also

altar
alter
alternate
alternative
altogether
although

*almond
*alms
*chalk
*stalk
*talk
*walk

* Note the letter l is silent in these words.

au=/ŏ/ auto = /ŏtō/

B. The sound /ŏ/ is sometimes spelled au.

author
auburn
audience
automatic
automobile
auspicious

fraud
laud
applaud
applause

haul
maul
Paul
Saul
fault
default
vault

launch
taunt
flaunt
laundry
gaunt

cause
because
clause
exhaust
sauce

augh = /ŏ/ caught = /cŏt/

ough = /ŏ/ ought = /ŏt/

C. The sound /ŏ/ is sometimes spelled augh or ough.

caught
daughter
haughty

naughty
taught
slaughter

ought
bought
fought

sought
brought
thought

aw = /ŏ/ law = /lŏ/

D. The sound /ŏ/ is often spelled aw.

jaw
law
paw
raw
saw

claw
draw
flaw
straw
thaw

bawl
brawl
crawl
drawl

scrawl
shawl
sprawl

dawn
lawn
pawn
yawn

awful
awkward
awning
hawk

©VCC

Unusual /ŏ/

DIRECTIONS: Choose a word to complete the sentence.
Use each word once.

awkward
auburn
slaughter
exhaust
small
fault

almost
sauce
alternative
causes
daughter
naughty

raw
fraud
salty
install
thought

fought
author
applause

1. Her hair is light __________ in colour.
2. They will __________ the heater before we move in.
3. He is accused of __________.
4. There must be an __________ plan to this one.
5. The __________ from cars __________ pollution.
6. The cream __________ is too __________.
7. It's not my __________!
8. Greenpeace __________ against the __________ of baby seals.
9. This meat is __________ __________ and I like it very well done.
10. The __________ of the book got no __________ from the audience.
11. I __________ her __________ was very __________ for her age.
12. Her walk is rather clumsy and __________.

©VCC

PATTERNS OF /ou/

ow = /ou/   cow = /kou/

A. The sound /ou/ at the end of a word is usually spelled ow.

bow
cow
how

now
row
sow

plow
brow
prow

chow
scow
wow

eyebrow
pow

B. The sound /ou/ is spelled with ow before final n or l or before a vowel.

owl
howl
fowl
prowler
growl
scowl

gown
down
town
drown
frown

crown
drown
brown
clown

flower
shower
powder
power
tower
chowder

vowel
bowel
towel
trowel

coward
Howard

except: noun, crowd

ou = /ou/   out = /out/

C. The sound /ou/ in the middle of a word is usually spelled with ou.

out
pout
trout
shout
snout
scout
stout
spout
clout
*doubt
sprout
about

bound
round
found
pound
mound
sound
wound
ground
hound
around
astound

ouch
pouch
couch
grouch
slouch
crouch
loud
cloud
proud
aloud

count
mount
mouth
south
house
mouse
louse
lousy
blouse
trousers
bounce
ounce
pounce
announce

encounter
mountain
fountain
compound
boundary
thousand

our
sour
scour
flour

© VCC

PATTERNS OF /ou/

DIRECTIONS: Circle all words that have the /ou/ sound.

1. Outside a thousand hounds circled around waiting to encounter the scared fox. The announcer, wearing red trousers, stamped the ground with his foot and the proud hounds went bounding off toward the mountain.

2. The flowers began to sprout when the rains gave them a daily shower. Howard worked the ground with a trowel and was proud when the flowers blossomed out in a row around the house.

3. The boy scout gave a shout when he found the owl slouched on a branch in the tree. The brown owl began to howl when the scout crouched in front of him. "Get out of my house, you louse!" the owl wanted to shout.

DIRECTIONS: Fill in the blanks with ou or ow to make the /ou/ sound.

b ___

pr___

fl___er

st___t

gr___ch

f___ntain

___r

f___nd

cr___ch

gr___l

d___n

sp___t

th___sand

h___r

v___el

sh___er

c___ard

ast___nd

m___se

br___n

___nce

fr___n

r___

b___el

p___t

n___n

cl___t

h___

© VCC

PATTERNS OF /oi/

oi = /oi/   oil = /oil/

A. The sound /oi/ is spelled with oi before a consonant.

oil
boil
coil
foil
soil
toil

spoil
broil
void
avoid
devoid

coin
join
loin
groin

joint
point
appoint
hoist
joist
moist
boisterous

poise
noise
voice
choice
exploit

oy = /oi/   boy = /boi/

B. The sound /oi/ is spelled with oy at the end of a word and before a vowel.

boy
coy
joy
Roy

soy
toy
ploy

cowboy
decoy
enjoy
alloy

annoy
employ
destroy

loyal
royal
voyage

except: oyster

DIRECTIONS: Add a suffix and fill in the blank.

spoil 1. The rain __________ our plans for a picnic.

noise 2. Oak Street is very __________ during rush hour.

enjoy 3. Are you __________ yourself tonight?

employ 4. His __________ raised his wages.

appoint 5. The nurse phoned to remind me of my __________.

coy 6. The actress smiled __________ at the camera.

oil 7. The salad dressing is too __________.

toy 8. She sat at the bar and __________ with her drink.

broil 9. Place the steaks about 3 inches below the __________.

avoid 10. He's __________ me because he owes me money.

© VCC

Int 53

SUFFIXES AND WORDS THAT END IN A CONSONANT

DIRECTIONS: Add the suffix to the word, making any changes necessary.

Example: hot + er = hotter
hot + ly = hotly

1. bag + y = __________
2. tent + ing = __________
3. rain + ed = __________
4. blow + er = __________
5. pin + ing = __________
6. web + ed = __________
7. trail + er = __________
8. damp + ly = __________
9. trust + ing = __________
10. sleep + y = __________
11. ship + ment = __________
12. shell + ing = __________
13. mop + ed = __________
14. queer + ly = __________
15. pinch + s = __________
16. band + s = __________
17. elbow + ed = __________
18. cup + ing = __________
19. six + th = __________
20. real + ly = __________
21. short + er = __________
22. flat + est = __________
23. check + ed = __________
24. oil + y = __________
25. near + ly = __________
26. sand + y = __________
27. be + ing = __________
28. green + est = __________
29. follow + er = __________
30. test + ed = __________
31. map + ing = __________
32. free + ly = __________
33. jump + y = __________
34. great + est = __________
35. form + er = __________
36. join + ing = __________
37. scorn + ful = __________
38. point + er = __________
39. slow + ly = __________
40. fear + ful = __________

© VCC

PATTERNS OF /ôr/

ore = /ôr/ more = /môr/

A. The sound /ôr/ at the end of a word is usually spelled ore.

ore
bore
core
fore
gore

more
pore
sore
wore
yore

score
snore
swore
store
shore
chore

adore
before

exceptions:

door
floor

oar
boar
roar
soar

or
for
nor

four
pour
your

war

B. The sound /ôr/ in the middle of a word is usually spelled or.

afford
border
born
corn
cord
corner
cork
fork
ford
form
former

force
forever
forget
forgive
forward
formula
fort
forty
lord
morning
north

port
pork
porch
sort
sport
short
snort
scorch
stork
sworn
storm

worn
torn
thorn
scorn
torch
sword
import
export
transport
report
important
ordinary

order
original
ornament
organ
orange
orbit
orchard

C. Other patterns of /ôr/.

war
warble
ward
warden
warm
swarm

warn
warp
warrant
warrior
wart

quarrel
quart
quarter
quartet
quartz

borrow
morrow
tomorrow
sorrow

court
mourn
board
hoard

© VCC

Homonyms with /ôr/

DIRECTIONS: Fill in the blank with the correct word.

bore, boar

1. Does he __________ you?
2. The wild __________ attacked the men.
3. The carpenter will __________ a hole in the wall.

for, four, fore

4. Please do it __________ me.
5. The golfer shouted, "__________".
6. She has __________ sisters.

wore, war

7. Susan __________ a green dress to the dance.
8. The __________ lasted for five years.

sore, soar

9. The dog has a __________ leg.
10. See the bird __________ over the trees.

pore, pour

11. Sweat comes through the __________ of the skin.
12. Will you __________ me a glass of milk?

or, oar, ore

13. Do you want the red shirt __________ the blue one?
14. There are three __________ in the boat.
15. Iron __________ is used for making steel.

DIRECTIONS: Use these words in sentences.

worn
warn

board
bored

morning
mourning

© VCC

PATTERNS OF /ėr/

ur = /ėr/ hurt = /hėrt/

A. cur
fur
blur
slur
spur
curb
curd
surf
lurk
curl
hurl
burp
burn
turn
spurn
churn
hurt
blurt
spurt
curse
nurse
purse
burst
curve
lurch
church
curfew
curtain
disturb
furnish
further
murder
murmur
surname
purpose
occur
purple
turtle
turnip
return
Saturday
Thursday
jury

urr = /ėr/ purr = /pėr/

B. burr
purr
curry
furry
hurry
flurry
scurry

ir = /ėr/ bird = /bėrd/

C. fir
sir
stir
bird
third
smirk
girl
twirl
whirl
dirt
flirt
skirt
shirt
squirt
first
thirst
chirp
birch
birth

er = /ėr/ verb = /vėrb/

D. her
herb
verb
herd
term
germ
jerk
clerk
pert
perch
fern
nerve
serve
swerve
certain
determine
nervous
service
confer
defer
refer
prefer
perfect
perhaps
permit
person

© VCC

MORE PATTERNS OF /ėr/

ear = /ėr/   learn = /lėrn/

E.
- earn
- learn
- yearn
- heard
- early
- pearl
- search
- hearse
- rehearse
- earth

or = /ėr/   word = /wėrd/

F.
- word
- work
- worm
- world
- worse
- worst
- worth
- worry
- worship

©VCC

Words with /ėr/

DIRECTIONS: Choose a word to complete the sentence.
Use each word once.

purple
thirsty
Saturday
chirping

hurried
bird
fir
furniture

girls
first
ferns
fur

birthday
purring
burned
prefer

certain
early
determined
worth

1. The __________ fell out of its nest.
2. The house __________ down.
3. The __________ are having a night out.
4. __________ is part of the weekend.
5. The Douglas __________ is a large tree.
6. Do ycu like __________ coats?
7. The birds were __________ in the trees.
8. Is your __________ in August?
9. The men carried the __________ to the truck.
10. Do you __________ to wash or dry the dishes?
11. The cat was __________ softly.
12. The stern of the boat sank __________.
13. __________ grow in the wild.
14. After jogging around the park they were __________ and so they __________ to the fountain.
15. Are you __________ that you can get up __________ tomorrow morning?
16. I am __________ to find out how much this old coin is __________.
17. __________ is her favourite colour.

©VCC

PATTERNS OF /ãr/

-are = /ãr/ dare = /dãr/

A.
bare
care
dare
fare
hare
mare
pare
rare
ware
blare
flare
glare
scare
square
stare
share
snare
prepare
declare

air = /ãr/ hair = /hãr/

B.
air
fair
hair
lair
pair
flair
stair
chair
unfair
dairy
fairy
repair
downstairs

-ear = /ãr/ wear = /wãr/

C.
bear
pear
tear
wear
swear

D. Unusual /ãr/ Words:

heir
their
where
there
they're
prayer

©VCC

SUFFIXES

1. dream + er = __________
2. big + est = __________
3. cool + ly = __________
4. scurry + ing = __________
5. hope + ing = __________
6. slow + ed = __________
7. employ + er = __________
8. care + less = __________
9. look + ing = __________
10. sad + ness = __________
11. improve + ment = __________
12. wind + y = __________
13. use + ful = __________
14. fool + ish = __________
15. jury + s = __________
16. mercy + ful = __________
17. fear + less = __________
18. drug + ist = __________
19. mad + er = __________
20. glass + s = __________
21. happy + ly = __________
22. nice + er = __________
23. soft + en = __________
24. slip + s = __________
25. sun + y = __________
26. cry + ed = __________
27. shout + ed = __________
28. let + ing = __________
29. bad + ly = __________
30. enjoy + ment = __________
31. move + ing = __________
32. stop + ed = __________
33. help + ful = __________
34. stoop + ed = __________
35. noise + y = __________
36. search + s = __________
37. truth + ful = __________
38. red + ish = __________
39. soon + est = __________
40. draw + ing = __________

© VCC

Spelling with ie and ei

Remember:
i before e
except after c
and when it sounds ā
as in neighbor and weigh

ie = /ē/ piece = /pēs/

A.
- field
- wield
- yield
- shield

- brief
- chief
- grief
- thief
- belief
- relief

- briefcase
- achieve
- grieve
- thieves
- believes
- relieve

- bier
- tier
- pier
- priest
- siege
- shriek

- niece
- piece
- pierce
- fierce

Other ie words:
- die
- lie
- pie
- tie

- cried
- dried
- fried
- flies
- fries

- view
- review
- preview

- friend
- ancient
- patient

- sieve
- mischief

ei = /ē/
receive = /rə.sēv/

B.
- ceiling
- receive
- deceive
- conceive
- perceive

- receipt
- deceit
- conceit

ei = /ā/
eight = /āt/

C.
- eight
- neigh
- weigh
- sleigh

- eighth
- neighbor
- weight
- freight

- rein
- vein
- veil
- feint

- reindeer
- reign
- heir
- their

Exceptions:
- either
- neither

- height
- leisure

- efficient
- sufficient

- foreign

©VCC

ei or ie

DIRECTIONS: Fill in the blanks with ei or ie.

1. th__f
2. p__ce
3. w__gh
4. d__
5. h__ght
6. c__ling
7. v__w
8. rec__ve
9. __ghth
10. ach__ve
11. th__r
12. p__
13. bel__ve
14. v__l
15. fr__nd
16. __ther
17. misch__f
18. y__ld
19. conc__ted
20. for__gn

1. great rel__f
2. sl__gh bells
3. s__ze the hour
4. f__ld day
5. heavy w__ght boxer
6. rent rec__pt
7. n__ther of them
8. suffic__nt reason
9. l__sure time
10. pat__nce of a saint

© VCC

SILENT CONSONANTS

SILENT W

(a) before r

write wrote wrong wrinkle wreck wrap wreath
wrench wringer wrestle wrist wriggle

(b) before h

who whose whom whole whooping

SILENT gh

(a) before t

night might right fright sight light slight
fight height caught taught naughty daughter
eight weight fought thought ought bought
brought wrought sought

(b) in these words

though although sleigh neighbor high sigh
through thorough

SILENT b

(a) before t

debt doubt subtle indebted doubtful

(b) after m at the end of a word

comb dumb thumb climb

SILENT t

(a) before ch

batch catch hatch latch match patch watch
fetch retch itch bitch ditch pitch pitcher
stitch witch switch kitchen botch notch
Dutch hutch clutch

(b) in these words

often soften listen castle whistle thistle
mistletoe wrestle moisten

© VCC

Silent Consonants, cont.

SILENT k

(a) before n

know knowledge knew known knee kneel knight knit knob knock knick-knack knuckle knack knapsack

SILENT h

hour honor honorable honorary honest ghost ghastly ghetto hombre heir heirloom

SILENT d

(a) before ge

edge ledge wedge hedge pledge badge gadget ridge bridge fridge fidget midget dodge lodge hodge-podge budge budget nudge fudge judge grudge smudge

© VCC

SPELLING

The underlined words are spelled incorrectly.
Re-write the sentences correcting the spelling.

1. The car stopt suddenly.
2. I have a pane in my back.
3. The lunch wistel at the factery blew.
4. Is the graivy ready yet?
5. We ait our diner early.
6. I here that you bought a noo car.
7. The man was runing from the stor.
8. We are studing nowns and virbs.
9. He was cuting the meet and sliced his finger.
10. We finished reeding the frist book.
11. The girlled cheese sanwich was good.
12. Witch weigh do I tern? Write or lift?
13. They lafft all through the moovie.
14. The men were huntting for moose and dear.
15. How mutch mony would you like to have?
16. The coper pipes had leeks in them.
17. The too little girls were to tired two sleep.
18. There house is over their by the church.
19. The read color in the funny pappers ran.
20. Scotts toys were oll over the plais.

© VCC

SPELLING /k/

Fill in the blanks with the correct spelling of /k/.
Use the logic tree on page Beg 23 for help.

1. ____it
2. ____ing
3. ____ot
4. ____uff
5. ____etchup
6. ____ast
7. ____upboard
8. ____artoon
9. ____ilt
10. ____urtains
11. ____amp
12. ____iss
13. ____eep
14. ____ode
15. ba____
16. ba____e
17. ban_____
18. lu____
19. sil____
20. broo____
21. awa____e
22. si____
23. bar____
24. sho____
25. de____e
26. chi____
27. jer____
28. li____
29. li____e
30. wee____
31. atta____
32. jun____
33. ___i___
34. per____
35. pran____
36. ___lo___
37. tea____
38. jo____e
39. parta____e
40. rebu____e

© VCC

SPELLING /ik/

The letters ic are the most frequent spelling for final /ik/ in a word of 2 syllables or more.

angelic
antibiotic
apologetic
arithmetic
Atlantic
attic
bionic
comic
drastic
electric
electronic
energetic
fantastic
frantic
gigantic
hectic

ironic
logic
magnetic
medic
music
nomadic
Pacific
panic
picnic
plastic
public
specific
terrific
tonic
topic
tragic

©VCC

SPELLING

Correct these spelling mistakes.

thier ______________

eatch ______________

juge ______________

pickel ______________

glases ______________

homly ______________

loial ______________

stoped ______________

pokit ______________

pirhaps ______________

roaste ______________

well' ______________

flouer ______________

qiet ______________

dryed ______________

wurship ______________

joynt ______________

therefor ______________

hurrys ______________

erth ______________

forgoten ______________

strang ______________

dore ______________

plese ______________

kattle ______________

picnik ______________

grownd ______________

boxxed ______________

leav ______________

equater ______________

rist ______________

thoes ______________

importent ______________

smoof ______________

woodn't ______________

swor ______________

lonly ______________

blancket ______________

silvur ______________

grane ______________

prowd ______________

mastir ______________

houl ______________

candys ______________

freind ______________

traffick ______________

hege ______________

mutch ______________

werm ______________

dich ______________

© VCC

COMPOUND WORDS

DIRECTIONS:

Put a word from List One with a word from List Two to make a compound word.

LIST ONE	LIST TWO	COMPOUND WORD
bed	rise	bedtime
dining	port	
sun	time	
news	where	
air	noon	
run	case	
day	light	
light	stairs	
after	room	
some	paper	
every	side	
down	shine	
under	fast	
bath	man	
hill	one	
sea	body	
book	way	
fire	ball	
break	keeper	
milk	board	
base	melon	
him	thing	
foot	self	
house	wear	
police		
black		
water		
up		

© VCC

COMPOUND WORDS

DIRECTIONS:

Put a word from List One with a word from List Two to make a compound word.

LIST ONE	LIST TWO	COMPOUND WORD
moon	man	moonlight
broad	lash	
grape	cloth	
school	day	
man	walk	
snow	gown	
to	nut	
down	paper	
day	break	
wall	stairs	
night	night	
table	boat	
police	flake	
eye	mother	
birth	power	
side	house	
pea	days	
sail	some	
grand	light	
light	fruit	
lone	stand	
under	cast	
shoe	string	

© VCC

HOMONYMS

Homonyms are words that:

1. sound the same
2. are spelled differently
3. have different meanings

eg. There Their They're

1. there means → a) a place a direction
   eg. Put it there!
   acts as → b) a 'filler' word in a sentence
   eg. There is someone at the door.
   There are three books on the tabl
2. their → a possessive pronoun; belongs to them
   eg. John and Mary took their dog for a walk.
   They want their share of the money.
3. they're → a contraction of 'they are'
   eg. They're going to help.
   They're coming for dinner.

DIRECTIONS:

Fill in the blank using; there, their or they're.

1. Put ______________ coats on the chair.
2. Put it over ______________!
3. She told us that ______________ coming to visit us.
4. ______________ are four pupils absent today.
5. Is ______________ a doctor in the house?
6. ______________ father bought a new car.
7. The teacher asked to see ______________ homework.
8. ______________ planning to move to a new house.
9. I didn't see her ______________.
10. ______________ were many people at the dance last night.

© VCC

HOMONYMS

They're **There** **Their**

Fill in the blanks:

1. When will they pick up ______________new car?
2. ______________ are ten children in ______________ family.
3. When ______________ finished, they can go home.
4. ______________ dog is playing over ______________.
5. ______________ it is! He's found it at last!
6. ______________ they are! ______________ coming with all ______________ friends.
7. ______________ mother is very sick.
8. ______________ are twenty-six letters in the alphabet.
9. ______________ very happy to be in ______________ new home.
10. Is ______________ anything else to do?
11. Will you give Jim and Mary ______________ car keys, please?
12. ______________ not planning to come today.
13. Is ______________ a doctor in the house?
14. I didn't see her ______________.
15. Are ______________ books over ______________ on the table?
16. ______________ is no excuse for that.
17. They lost ______________ belongings.
18. ______________ were only three left.
19. ______________ house burned down.
20. ______________ problem is spelling.
21. We went to ______________ party.
22. We went ______________ yesterday.
23. I like birds. ______________ music is beautiful.
24. ______________ is no comparison.

©VCC

HOMONYMS

To Too Two

1. to $\xrightarrow{\text{means}}$ toward; in the direction of
   example: Go to the right.
   Let's go to a show.
2. too $\xrightarrow{\text{means}}$ a) also
   example: Are you hungry, too?
   b) more than enough
   example: It is too hot.
   The music is too loud.
3. two $\xrightarrow{\text{means}}$ one more than one, the number
   example: He had two helpings of peas.

Fill in the blanks:

1. Tom was going ________________ the store yesterday.
2. We have ________________ cars in our family.
3. I want to talk ________________ her now.
4. He was ________________ big ________________ fit in the car.
5. She wants ________________ see him ________________.
6. Don't be in ________________ much of a hurry.
7. May I have some coffee ________________?
8. Mr. Green has ________________ children.
9. Are you ________________ boys going ________________the show?
10. She is going ________________ the part ________________ .
11. The ________________ dolls were given ________________ her for her birthday.
12. I have many things ________________ do.
13. I have many things ________________ do, ________________ .
14. There are ________________ things that must be done.
15. Would you like ________________ go ________________ the movies with the ________________ girls?
16. I am pleased ________________ meet you ________________ .
17. Is there ________________ much mustard on your hamburger?
18. There are ________________ reasons why I can't come ________________ your party.

©VCC

HOMONYMS

Where **Wear** **Ware**

1. where means at what place
   example: Where are you?
2. wear means to be dressed in or to become used
   example: I wear my clothes until they wear out.
3. ware means articles for sale
   example: That salesman tried to sell his wares.

Fill in the blank using: where, wear or ware.

1. My son asked me ________________ I was going.
2. Did you ________________ your new dress?
3. We saw an unusual display of ________________ on the Granville Mall.
4. ________________ will you be able to ________________ that.
5. Jane wanted to know ________________ to find the hard ________________ store.
6. Reduce ________________ and tear! Buy our heavy duty wax for your floors.

Wore **War**

1. wore means is the past tense of wear
   example: He wore a flower in his buttonhole.
2. war means a battle
   example: The war is finally over in Viet Nam.

Fill in the blanks using: wore or war

1. She ________________ a blue velvet dress.
2. World ________________ II had more civilian deaths than any previous ________________.
3. The soldier ________________ out three pairs of boots during the ________________ .
4. Billy ___________ his jeans until he ___________ a hole in the knee

© VCC

SYNONYMS

Synonyms are words that have nearly the same meaning.

eg. gay, lively
end, conclusion, finish
shack, hut

1. Choose a word in 2 and write it beside its synonym in 1.

1		2
brave	COURAGEOUS	glitters
pleasure		feeble
hurry		blame
gleams		delight
scold		trembled
hut		shy
weak		racket
attentive		shack
enough		hasten
timid		alert
shook		courageous
noise		sufficient

2. In each row below circle a synonym for the word at the beginning of the row and use it in a sentence.

RHYME - story poem speech song

____

GAY - quiet smart happy dull

____

SELDOM - soon often never rarely

____

GENTLE - sharp mild rough strong

____

CONTEST - struggle work holiday journey

____

©VCC

Synonyms, cont.

3. In a dark forest lived a lovely fairy. One day an odd, little man suddenly appeared before her.

From the above select a synonym for each of the following:

a) beautiful ____lovely____
b) gloomy ____________
c) wood ____________
d) queer ____________
e) dwelt ____________
f) wee ____________
g) unexpectedly ____________
h) emerged ____________

Rewrite the sentences using the synonym.

4. Write a synonym for each underlined word.

a) Classes start tomorrow.
b) The little boy is terrified of the dark.
c) Great tears of grief rolled down Susan's cheeks.
d) The man bragged of his ability to arm wrestle.
e) Who has been selected as chairperson?

5. Beside each of the following words, list four synonyms for that word.

said ________ ________ ________ ________
walked ________ ________ ________ ________
great ________ ________ ________ ________
laughable ________ ________ ________ ________

© VCC

ANTONYMS

Choose a word in B and write it beside its antonym in A.

A		B
slow	________________	from
less	________________	sensible
reject	________________	shallow
foolish	________________	success
later	________________	ashamed
south	________________	mourn
to	________________	accept
failure	________________	wealthy
proud	________________	sooner
deep	________________	fast
modern	________________	ancient
rejoice	________________	work
poor	________________	more
play	________________	north
agree	________________	refuse

For each pair of antonyms write one sentence.

example: many - few

Many soldiers entered the battle but few returned.

1. sunny - shady
2. true - false
3. up - down
4. retreat - attack
5. near - far
6. expand - contract
7. kind - unkind
8. entrance - exit
9. coming - going
10. cheap - expensive

©VCC

CONTRACTIONS

A contraction is a word made up of two words combined into one by omitting one or more letters. An apostrophe shows that a letter or letters have been left out.

Examples:

have + not = haven't
he + is = he's
I + have = I've
do + not = don't
can + not = can't
will + not = won't
I + am = I'm

we + had = we'd
she + will = she'll
it + is = it's
you + are = you're
they + would = they'd
should + have = should've
he + has = he's

Choose a contraction to complete each sentence.

there's
I'll
we'll
he's
I'm
won't
you'll
she'll
you're
don't
we're
they'll
he'll
can't
I've
she'd

1. I think that __________ lie down for a little while.
2. If we want to get home soon, __________ have to hurry.
3. __________ sorry, but I cannot go to the circus.
4. I __________ like to go to bed early.
5. Before you go out to play, __________ going to do your homework.
6. If you want to be strong __________ have to drink milk.
7. Tom told his teacher that __________ going to work hard.
8. She thinks that __________ get her work done in time.
9. __________ have to learn to do it for himself.
10. The children hope that __________ have fun at the party.
11. John and I want to see if __________ on the list.
12. Don __________ be very happy when he hears about that.
13. __________ someone at the door.
14. When they called her they __________ know if __________ be home or out shopping.
15. I __________ come to the party because __________ got a cold.

Int 79

CONTRACTIONS

Write the two words that make up the contractions in the following sentences.

1. You're late.
2. She doesn't want any.
3. They've been here before.
4. I'm sorry.
5. We'll see.
6. Let's go.
7. That isn't true.
8. She'd like some too.
9. We haven't any.
10. I can't do it.
11. That's your hat.
12. We're leaving tomorrow.
13. It's warm out.
14. I don't care.
15. They aren't here.
16. She's right.
17. We won't do it.
18. He's grown ten inches.
19. There's a fly in my soup.
20. I wouldn't know.

Write the contractions.

1. I will
2. He would
3. We have
4. She has
5. That is
6. He does not
7. I will not
8. I am
9. Let us
10. He will
11. They are
12. There is
13. You have
14. Are not
15. Is not
16. We should not
17. He would not
18. I was not
19. She cannot
20. You do not

© VCC

CONTRACTIONS

1. Rewrite the paragraph using contractions.

    Tim said, "I think I will get rid of this boat. It has ripped up two docks. It is all rusted and full of holes."

    His friend said, "Why do you not buy a bike? Hey, I have got just the right one for you. It is red and white and reall easy to ride up hill."

    "Well", said Tim, "I will have to think about it. Even though my boat is a wreck I have had it a long time. It is like saying good-bye to an old friend."

2. Rewrite the sentences and make as many contractions as possibl

    1. He is going to school.
    2. We will drive to Vancouver.
    3. They have got to stop talking or I will scream.
    4. Do not fear, he will be here!
    5. Are you not tired?
    6. I am losing my mind. Are you not?
    7. Did not you find it?
    8. I would give you mine if I had a spare.
    9. I cannot believe it.
    10. They have three apples but we have only two.
    11. They will not be able to take her home.
    12. He would like that.

3. Use these contractions in sentences.

    hasn't couldn't won't wasn't haven't

    he'll they've she'd I've we're

© VCC

Int 81

DICTIONARY SKILLS

DIRECTIONS: 1) Write the alphabet in CAPITAL LETTERS.

____

____

____

DIRECTIONS: 2) Circle the vowels. How many consonants are there? ____

DIRECTIONS: 3) Put the words in alphabetical order.

A) did 1. ________
just 2. ________
as 3. ________
for 4. ________

B) came 1. ________
and 2. ________
has 3. ________
of 4. ________

C) now 1. ________
in 2. ________
said 3. ________
got 4. ________
we 5. ________

D) put 1. ________
you 2. ________
do 3. ________
are 4. ________
by 5. ________
with 6. ________

E) here 1. ________
all 2. ________
out 3. ________
that 4. ________
was 5. ________
not 6. ________

F) January 1. ________
February 2. ________
March 3. ________
April 4. ________
September 5. ________
October 6. ________
November 7. ________
December 8. ________

DIRECTIONS: Put a ✓ check by the word that comes first in the dictionary.

his	will	under	by	came	June
her	when	up	buy	come	July

DICTIONARY SKILLS

DIRECTIONS:

Put the word lists in alphabetical order.

A) bench 1. __________
back 2. __________
book 3. __________
bliss 4. __________

B) goat 1. __________
get 2. __________
green 3. __________
glass 4. __________
ghost 5. __________

C) one 1. __________
two 2. __________
three 3. __________
four 4. __________
five 5. __________
six 6. __________

D) Monday 1. __________
Tuesday 2. __________
Wednesday 3. __________
Thursday 4. __________
Friday 5. __________
Saturday 6. __________
Sunday 7. __________

E) March 1. __________
May 2. __________
August 3. __________
January 4. __________
July 5. __________
April 6. __________
June 7. __________

F) this 1. __________
when 2. __________
the 3. __________
who 4. __________
what 5. __________
then 6. __________
why 7. __________

G) shot 1. __________
ship 2. __________
chess 3. __________
shell 4. __________
chop 5. __________
chart 6. __________
shack 7. __________
chill 8. __________

©VCC

DICTIONARY SKILLS

DIRECTIONS: Put the following groups of words into alphabetical order.

1. detail deep devour destroy decoy

____

2. ledge letter less leave lens

____

3. hook hopscotch home hospital horn

____

4. funeral furniture full fudge fuzz

____

5. saucer sample savage saw salad

____

6. quarter quality quack quantity quake

____

7. party parsnip parcel parrot park

____

8. visitor visual visa vise vista

____

9. dignity digest dig digit digging

____

10. apple apply application applaud

____

© VCC

DICTIONARY SKILLS

DIRECTIONS: Look up the following words in the dictionary. Write the guide words from the top of the page in the spaces.

blast ________________ ________________

follow ________________ ________________

mad ________________ ________________

tug ________________ ________________

DIRECTIONS: Arrange the following words on the 'dictionary' page below. List the words in alphabetical order and put the guide words at the top of the page.

outside cute prevent bale break

shot bail shoot permit out

____________ 274 ____________

________________ ________________

________________ ________________

________________ ________________

________________ ________________

________________ ________________

DIRECTIONS: The two words at the beginning of each line are guide words from pages in a dictionary. Circle any other words on that line, which could be found on the same page.

camp cross - card church crow cross custard

get ginger - gin gamble ghost gents gift

lump meet - lamp master luck lunch meter

drag drunk - dress dust drab drill dirt

room stand - roof rooster ruffles sank salt

©VCC

DICTIONARY SKILLS

DIRECTIONS: A) Write the homonyms for the pronunciation key.

1. (rōd) - road rode
2. (rēd) - ________ ________
3. (māl) - ________ ________
4. (sŭn) - ________ ________
5. (lōn) - ________ ________
6. (bī) - ________ ________
7. (sāl) - ________ ________
8. (wŭn) - ________ ________
9. (stē) - ________ ________
10. (wôr) - ________ ________

DIRECTIONS: B) Fill in the bank with the correct homonym.

1. (mēt) Chop up the ________.
I'd like you to ________ him.
2. (bãr) The sand feels good under ________ feet.
The ________ led her pups across the path.
3. (blü) The wind ________ out the candle.
His eyes are ________.
4. (mān) What is the ________ idea of the paragraph?
The horses ________ was braided with ribbons.
5. (fėr) Is that a pine tree or is it a ________.
She wore a ________ coat.

DIRECTIONS: C) Write the word. Use the dictionary to check your spelling.

1. (blouz) ________
2. (tėrm) ________
3. (kŭm) ________
4. (bakt) ________
5. (sit ē) ________
6. (toi) ________
7. (stĭf) ________
8. (wŏch) ________
9. (bū·tē) ________
10. (kŏn·krēt) ________

© VCC

PRONUNCIATION SYMBOLS

DIRECTIONS: Put an x beside the word indicated by the symbols.

1. (rüd)

rude rule rode

2. (fērs)

fires force fierce

3. (hŏl′·ø)

halo hollow hello

4. (hwet̄H′·ər)

whether wither whatever

5. (dī·nər)

dinner diner dimmer

6. (jėr′·nəl)

journey jumble journal

7. (mŭn′·ē)

money monkey many

8. (kăt′·əl)

kettle cattle curdle

9. (thēm)

them theme team

10. (sək·ses′)

success sexes seeks

DIRECTIONS: Write the correct spelling for the word shown in symbols and then use the word in a sentence.

1. (grabd) ____________________
2. (kroun) ____________________
3. (wėr) ____________________
4. (pē·pəl) ____________________
5. (sü′·per) ____________________
6. (Ku̇k) ____________________
7. (dĭ·stroi′) ____________________
8. (ek′·sĭt) ____________________
9. (bŭj′·ĭt) ____________________
10. (stā′·shən) ____________________

KEY:

ā as in mate
ē as in me
ī as in bite
ō as in hope
ū as in use
ü as in cool

ă as in mat
ĕ as in met
ĭ as in bit
ŏ as in hop
ŭ as in us
u̇ as in cook

ã as in hair
ä as in car
ėr as in bird
ô as in order
oi as in boy
ou as in round

©VCC

THE SENTENCE

For many years experts have been trying to explain or describe what a sentence is. They agree that a sentence is something that has order, expresses a complete idea, begins with a capital letter and ends with ., !, or ?, and contains a subject and a predicate.

1. A sentence is a group of words arranged in a particular order.
   eg. Dog the hit a train. (This is not a sentence.)
   BUT: The dog hit a train. OR The train hit a dog. OR
   A train hit the dog. OR A dog hit the train.
   (These are sentences.)

2. A sentence expresses a complete thought or idea.
   eg. John cried. She is strong. (These sentences express a complete thought.)
   BUT: Is hiding under the bed. The taxi driver. (These are not sentences because the thought is incomplete.)

3. A sentence has two main parts, a subject and a predicate (sometimes called a verb).
   eg. S P S P
   My son goes to school. Dogs bark.
   The angry woman. (This is not a sentence because it does not have a predicate. It only has a subject.)

4. A sentence begins with a capital letter and ends with a period (.), an exclamation mark (!), or a question mark (?).
   eg. George bought the two tickets.
   Get out!
   Are you going home?

© VCC

A SENTENCE HAS ORDER

Order is very important in sentences because it makes the meaning clear. A sentence that is awkward sounding often does not have the words in the correct order.

A. UNSCRAMBLE THE WORDS AND MAKE SENTENCES.

1. at harpoon he shot a the whale

2. sea is water saltier water fresh than

3. always my Bay I shopping at the do

4. play when usually hockey pads I I elbow wear

5. is door someone their there at

6. little two the were tired boys too play to

7. in Peter to fishing likes the go spring

8. bird wings spread suddenly the its flew and away

9. their they him sister kissing saw

10. lady buying a the little new old bicycle was

*11. very is nuunable my chost

*12. romalling the has grock wappily been

* Nonsense sentences that have no meaning.

© VCC

A Sentence Has Order, cont.

B. REARRANGE THE PARTS TO MAKE CORRECT SENTENCES.
DON'T LEAVE ANY PARTS OUT.

1. that / the jury / was / the suspect / decided/ not guilty /

2. by her parents / was punished / Pat / for what / she did /

3. off the bench / the coach / to shout / got / and cheer / after the goal /

4. the men / after a long walk / at last / reached / in the darkness / a hotel /

5. near the fence / while driving / we / circling above / saw / an airplane / the runway /

*6. is smiggling / at the glaff / Matra / with her debts /

* Nonsense sentences that have no meaning.

© VCC

A SENTENCE EXPRESSES A COMPLETE THOUGHT

SENTENCE FRAGMENTS

One of the most common errors in writing is the use of sentence fragments. A sentence fragment is a group of related words written in the form of a sentence but which does not express a complete thought.

examples:

1. One of Canada's best swimmers. (What about him?)
2. Walking in the rain. (Who or what was?)
3. On the shelf in the corner. (What about it?)

READ EACH GROUP OF WORDS BELOW. Write SENT. beside each complete sentence. Write FRAG. beside each incomplete thought.

_____ 1. The dog ran beside his master.

_____ 2. One sunny day.

_____ 3. He hopped on one foot.

_____ 4. As she was walking to the store.

_____ 5. If Mary will come.

_____ 6. Whenever I see her, she is smiling.

_____ 7. The library is closed.

_____ 8. Gathering the eggs.

_____ 9. It is ten minutes to eleven.

_____ 10. Here is your money.

_____ 11. Visited my friends.

_____ 12. The dew on the grass.

_____ 13. Turn off the radio.

_____ 14. The Hansons live in England.

_____ 15. During the night.

_____ 16. Don and the girl.

_____ 17. In the kitchen.

© VCC

A Sentence Expresses a Complete Thought, cont.

_____ 18. I'm tired.

_____ 19. Were building a house.

_____ 20. We're building a house.

© VCC

A SENTENCE HAS TWO PARTS - A SUBJECT AND A PREDICATE

SUBJECT	PREDICATE
The man	walked.
The angry man	waked out.
The angry young man	walked out of the hotel.
The angry young man with the suitcase	walked out of the hotel after paying his bill.
The SUBJECT is the part of the sentence that tells who or what the sentence is about.	The PREDICATE is the part of the sentence that says something about the subject.

Sentence fragments can be avoided if you make sure that each group of words intended to express a complete thought has a subject and a predicate.

AVOIDING SENTENCE FRAGMENTS:

1. A group of words having no subject:

   eg. Just dropped a cup.

   THE WAITER just dropped a cup.

2. A group of words having no predicate:

   eg. That television star.

   That television star WON AN AWARD.

3. A group of words having neither a subject nor a predicate:

   eg. On my way home.

   I BOUGHT A NEWSPAPER on my way home.

© VCC

SUBJECT AND PREDICATE

Write a subject for each of the predicates below.
Try to make your subject more than one word long.

1. ______________________________ likes to swim.

2. ______________________________ saw a huge elephant.

3. ______________________________ arrived last night.

4. ______________________________ twisted and turned in the air.

5. ______________________________ makes the strangest noises.

6. ______________________________ will eat almost anything.

7. ______________________________ fell down and broke into many pieces.

8. ______________________________ moved to Victoria.

9. ______________________________ lived to a ripe old age.

10. ______________________________ is difficult to understand.

11. ______________________________ are friends of mine.

12. ______________________________ is my favourite television show.

13. ______________________________ are planning a trip.

14. ______________________________ gave me a present.

15. ______________________________ is an interesting book.

©VCC

SUBJECT AND PREDICATE

Write a predicate for each of the subjects below.

1. The elderly gentleman ________________________

2. Six terrified children ________________________

3. The rotten apples ________________________

4. The high cost of living ________________________

5. Unemployment ________________________

6. Beautiful sunny days ________________________

7. This worksheet ________________________

8. The blazing fire ________________________

9. The clever scientist ________________________

10. A howling wind ________________________

11. A dangerous monster ________________________

12. My sister ________________________

13. The old washing machine ________________________

14. Several buildings ________________________

©VCC

SUBJECT AND PREDICATE

Change these sentence fragments into complete sentences by adding a subject and/or a predicate.

eg. big red apples
A bowl of big red apples sat on the table.

1. his older brother
____

2. buying new clothes
____

3. a desk and a good lamp
____

4. won a thousand dollars
____

5. the bunch of grapes
____

6. are laughing and playing
____

7. the blue water of the lake
____

8. across the wide stream
____

9. have finished
____

©VCC

Subject and Predicate, cont.

10. a Christmas tree

11. the ashtray in the middle of the table

12. howling as the storm draws closer

13. suddenly a splash

14. sizzling on the griddle

15. in the corner of the filthy room

16. a scream of pain

©VCC

RUN-ON SENTENCES

Another common writing problem is the use of run-on sentences. As the name implies, a run-on sentence is a sentence with two or more complete thoughts put together as though they were one. One sentence has 'run-on' into the next

example: We had better leave early in the morning, the traffic may slow us down. (one idea runs-on into the next)

AVOIDING RUN-ON SENTENCES:

1. Separate complete thoughts into sentences.

   eg. We had better leave early in the morning.
   The traffic may slow us down.

2. Join the sentences with a conjunction or semi-colon.

   eg. a. We had better leave early in the morning, OR the traffic may slow us down.

   b. We had better leave early in the morning BECAUSE the traffic may slow us down.

   c. We had better leave early in the morning; the traffic may slow us down.

CORRECT THESE RUN-ON SENTENCES. Try to use each of the above methods.

1. The door of the refrigerator has developed a squeak someone will have to oil it.
2. She could not eat lunch she was thinking about the delicious dinner that she would have in the evening.
3. I really enjoy horseback riding it is exciting.
4. My weekend was very enjoyable I went to visit my friends in Surrey we had a lot of fun.
5. The policewoman burst through the door she knocked down the thief and grabbed for his gun.
6. The new store was opened on Tuesday the first day of business was very bad by Friday the owner was convinced that it was a failure hours went by no customer walked into the store he closed the store.
7. The man who lives downstairs is very friendly whenever I see him he smiles and asks how my dog with the broken leg is on Tuesday which is my laundry day he often helps me fold my clothes.

© VCC

COMPOUND SENTENCES

A compound sentence contains two or more simple sentences that are linked together with words such as: and, but, so, or, and nor.

LINK THE FOLLOWING SIMPLE SENTENCES TOGETHER TO MAKE A COMPOUND SENTENCE.

1. We looked for the lost ball. We couldn't find it.
2. The men picked the apples. Then they packed them into boxes.
3. Satisfaction is guaranteed. Your money will be refunded.
4. She was not at the park on time. I did not wait for her.
5. I did not order this. I will not keep it.
6. I don't like fish. I don't like liver.
7. Are you staying? Are you leaving?
8. Shopping had tired me. I sat down and rested.
9. You can write a check. You can pay cash.
10. The boat docked today. It will be ready to sail tomorrow.

WHICH OF THE FOLLOWING COMPOUND SENTENCES ARE CORRECT? BE ABLE TO TELL WHY.

1. She liked living on the island but she did not like the insects.
2. Bill showed us his new car and we were very hungry.
3. Fred is going on a holiday but Jim is staying home.
4. I spent a lot of money yesterday so I'm blowing my nose.
5. John could hear no sounds in the bush nor could he see any goldfish.
6. The wind blew from the east and I'm doing my homework.
7. You can take it with you or you can go to Hawaii.
8. He put his arms around the child but he could not comfort her.

©VCC

COMPOUND SENTENCES

PROBLEM:

1. Writing run-on sentences.
2. Writing short, choppy sentences.

SOLUTION:

Use conjunctions to combine related ideas in a sentence.

INFORMATION:

1. A conjunction is a word used to connect words or groups of words.
2. And, but, or, yet, so, for, nor are called co-ordinate conjunctions. They can be used to connect two ideas which are related and of equal value.

EXAMPLES:

1. The little boy fell down in the street he cut his knee. (run-on sentence)

   The little boy fell down in the street and cut his knee.

   The little boy is the subject of both the verbs, fell and cut, so it is not necessary to put he.

2. Ann is a kind girl. Her sister is mean. (short, choppy)

   Ann is a kind girl, yet / but her sister is mean.

   yet and but show contrast (difference)

3. The old woman felt ill she stayed in bed all day. (run-on)

   The old woman felt ill, so she stayed in bed all day.

   so is used to express a consequence (result).

   - notice the commas
   - learn and remember the relationship shown by each conjunction.

©VCC

COMPOUND SENTENCES

IMPROVE THESE RUN-ON OR SHORT CHOPPY SENTENCES BY JOINING RELATED IDEAS WITH CONJUNCTIONS. REWRITE BELOW.

1. Some people work hard others are lazy.

____

2. He put on his hat and coat. He went out of the house.

____

3. I was very tired last night. I went to bed early.

____

4. Tom had no money in his bank account, Jack lent him ten dollars.

____

5. Last week the sun was shining. It was still cold.

____

6. The doctor got into his car. He drove quickly to the hospital.

____

7. Mr. Smith earns a lot of money he never saves any.

____

8. Jack lost his watch. He had to buy another one.

____

9. We can drive to Kamloops. We can take a train.

____

10. I am going fishing with my brother tomorrow I can't come to your party.

____

11. Susan went to college in the States she stayed there for three years.

____

12. It was a very cold morning. We put on our coats.

____

©VCC

COMPLEX SENTENCES

A complex sentence contains an independent clause and a dependent clause.

An INDEPENDENT clause is one which has a subject and predicate and expresses a complete thought.

A DEPENDENT clause is one which has a subject and predicate but does not express a complete thought. It depends upon some other part of the sentence for its meaning.

IN EACH OF THE FOLLOWING SENTENCES DRAW ONE LINE UNDER THE DEPENDENT CLAUSE AND TWO LINES UNDER THE INDEPENDENT CLAUSE.

eg. The boats sailed when it became dark.
The boy who delivers the paper is here.

1. As he crept nearer, he could see the robbers.
2. When you are finished, you can have your lunch.
3. The ice which covered the bay was unsafe.
4. While we waited, he sang a song.
5. We searched everywhere until darkness fell.
6. When I can afford it, I will buy a car.
7. Although he was exhausted, he worked all through the night.
8. The storm struck before they were prepared.
9. The boys recognized the man who had stopped them.
10. If the boat arrives, we will go to the island.
11. I believe it because you told me.
12. The dancer whom I was talking about is standing over there.
13. When fire broke out, the people began to call for help.
14. If it rains, Mary will need an umbrella.
15. While the meat was cooking, Harry became very hungry.

©VCC

COMPLEX SENTENCES

INFORMATION:

Notice how the capitalized word is used in each of these sentences.

Tom's grandfather was nearly ninety years old WHEN he died.

I borrowed her pen BECAUSE mine was broken.

IF you want a good laugh you should read this book.

WHILE he was in Calgary he visited an old friend.

I will not do the dishes UNTIL you clean the kitchen.

People must remove their shoes BEFORE they enter a mosque.

WHEN, BECAUSE, IF, WHILE, UNTIL, BEFORE and other words like AFTER, SINCE, THAT, UNLESS, ALTHOUGH, AS, HOW, IN ORDER THAT, THOUGH, SO THAT are called Subordinate Conjunctions. They can be used to join two ideas together when one idea is subordinate (less important) or dependent on the other.

A. USE SUBORDINATE CONJUNCTIONS TO JOIN RELATED IDEAS.

1. Tom worked extremely hard. He was at the university.
2. Most children do not go to school. They are six years old.
3. The lesson began. The bell rang.
4. The smallest planet, Mercury, is difficult to see. It is near the sun.
5. The planet we know best is earth. We live on it.

B. WRITE SENTENCES USING THE WORDS BELOW AS SUBORDINATE CONJUNCTIO

1. since 2. unless 3. because 4. until
5. when 6. if 7. although 8. before
9. while

© VCC

COMPLEX SENTENCES

DIRECTIONS:

Use each of the dependent clauses in a sentence.
eg. if it rains tomorrow
If it rains tomorrow we won't have a picnic.

1. that I heard
____
2. when it happened
____
3. as he was screaming
____
4. when he can afford it
____
5. because it is raining
____
6. until night falls
____
7. before they had any children
____
8. as the parade passed by
____
9. if he drives slowly
____
10. as summer quickly approaches
____
11. after you have your supper
____
12. since he went away
____

©VCC

Complex Sentences, cont.

13. because Jim is so honest ______________________________

14. although she made an excuse ______________________________

15. if I have enough time ______________________________

16. before Helen saw that movie ______________________________

17. after the dentist pulled the tooth ______________________________

18. while we were sleeping ______________________________

19. unless you can come ______________________________

20. although many boys entered the race ______________________________

© VCC

SENTENCE SENSE

Make these sentences more interesting and smoother by using either co-ordinate or subordinate conjunctions to connect related ideas.
REWRITE THEM.

1. The sun fell in the west gorgeous colours glowed in the sky.

   ____

2. The gang went for a hike. They didn't enjoy themselves much.

   ____

3. The train was late. We waited a long time.

   ____

4. Mother set the table. John washed the dishes.

   ____

5. The room looked beautiful. The candles were lighted. The crystal glasses sparkled.

   ____

6. He often goes skating he always has a good time.

   ____

7. I will lend you this book. You will promise to return it Monday.

   ____

8. The children walked five miles to school. They ate a large breakfast.

   ____

9. I read the newspaper story about the fire. I didn't understand how it had started.

   ____

10. You may relax. You are finished the exercise.

   ____

© VCC

KINDS OF SENTENCES

A sentence begins with a capital letter and ends with a (.) or (?) or (!). Sentences are used in four ways and so we have four kinds of sentences:

1. To make a statement - Declarative Sentence
   eg. Canada became a country in 1867.
2. To ask a question - Interrogative Sentence
   eg. Where are you going?
3. To give a command or make a request - Imperative Sentence
   eg. Lock the door when you leave.
4. To express strong feeling - Exclamatory Sentence
   eg. What a fool I've been!

A. READ THE THREE SENTENCE PARAGRAPH BELOW. NOTICE THE KINDS OF SENTENCES.

Have you ever wondered what paradise is like? Come to British Columbia and find out. In this extraordinary land of cool forests, clear lakes, and majestic mountains, you will discover everything you are looking for.

(interrogative, imperative, declarative)

DIRECTIONS:

Compose a three-sentence paragraph for one of the topics below. Follow the formula shown.

1. About a hockey game
   (exclamatory, declarative, interrogative)
2. About a snowfall
   (interrogative, exclamatory, declarative)
3. About a country (U.S., Greece, etc.)
   (imperative, declarative, exclamatory)

B. Think of someone or something you would like to question or interrogate. It may be a famous celebrity, the woman/man of your dreams, the dog that lives next door, or your pencil. Then write down 10 questions you would like answered.

©VCC

INTERROGATIVE SENTENCES

REWRITE THE FOLLOWING SENTENCES IN QUESTION FORM. NOTICE HOW THE WORD ORDER CHANGES.

eg. Pat likes apples - Does Pat like apples?

PRESENT

1. John walks to work. He is in good shape.
2. They are watching television in the living room.
3. I am last on the list.
4. You have eaten there often.
5. She has been the chairman for a long time.

PAST

1. Pat went home after the party. She caught the bus.
2. When the phone rang, he was sleeping.
3. It was on the table in the kitchen.
4. They had finished the work by the time the class was over.
5. You were feeling tense when I saw you.

FUTURE

1. The Johnsons will visit Japan this summer.
2. They will be there during the festival.
3. Susan will be staying in a hotel while her parents are away.
4. By the time they return, she will have completed high school.
5. I will see you soon.

©VCC

IMPERATIVE SENTENCES

An Imperative Sentence is one that gives a command or makes a request.

In an imperative sentence the subject you is usually understood but not expressed.

eg. Answer the door. (means YOU answer the door.)

Saying you may make a command more forceful or direct. Saying please may make a command more mild.

A. FORM AN IMPERATIVE SENTENCE FOR EACH OF THESE SITUATIONS:

eg. The dishes are dirty = Wash the dishes, John, and don't forget to clean the sink when you're finished.

1. You want the chalk that I have. =
2. The telephone is ringing and you are in the bath tub. =
3. The lights should not be left on. =
4. I'm going out and you have a letter to be mailed. =
5. You're telling me a secret. =
6. You are angry at me. =
7. You feel that you have written enough imperative sentences. =

B. IN WRITING TO GIVE DIRECTIONS OR ADVICE, THE IMPERATIVE SENTENCE IS OFTEN USED AS IN THE FOLLOWING PARAGRAPH.

To get to the Aquatic Centre from King Edward Campus drive west on 12th Avenue to Burrard Street. Then turn right and continue north on Burrard across the Burrard Street Bridge. Make sure you are in the right hand lane so that you can take the first right turn at the end of the bridge onto Pacific Avenue. You will be driving south towards False Creek at this point. Drive two blocks and when you come to a stop sign, turn right again on Beach Road. Travel along this road for a few blocks and look for the Aquatic Centre. It is a large, reddish colored building on the left. Just before the building,turn left into the parking lot. Park your car there.

NOW YOU TRY IT. USING IMPERATIVE SENTENCE FORM GIVE DIRECTIONS ON HOW TO GET:

1. from your home to school
2. from Vancouver to another town or city
3. from ___?___ to ___?___ (your choice)

©VCC

PARTS OF SPEECH

Each word in a sentence has a job or a function. Words are named according to the job they are doing in a sentence. These word names are the parts of speech. You will find that an understanding of the parts of speech will help you to write better sentences and to remove errors from your speech and writing.

NOUNS

Nouns name people, places, things, ideas.

eg. Sam, Vancouver, table, freedom.

PRONOUNS

Pronouns take the place of nouns.

eg. I, me, you, he, him, she, her, it, we, us, they, them

Sam is here. He is here. That's Sam. That's him.

ADJECTIVES

Adjectives tell something about nouns - what kind of thing is it?

eg. a friendly person
an ugly picture
a fierce dog
a rainy day

VERBS

Verbs describe action or they connect things; a verb tells what is happening in a sentence.

eg. The boys are playing.
I thought that I knew this.
She is happy.
He drives a Ferrari.
The ladies were talking loudly.
He seems tired.

ADVERBS

Adverbs usually tell about the action - HOW, WHY, WHEN, WHERE did something happen.

eg. The team played well. (HOW)
They played in Vancouver. (WHERE)
They played yesterday. (WHEN)
They played for money. (WHY)

Sometimes adverbs describe or intensify adjectives.

eg. She is a very pretty girl. (HOW pretty?)

Sometimes adverbs describe adverbs.

eg. Please speak more clearly. (HOW clearly?)

©VCC

STRUCTURE WORDS or FUNCTION WORDS

Structure words are all the little words in a sentence that we usually think are not important. Without these words, sentences can be IMPOSSIBLE to understand.

eg. Ship sails today. ??
Does this mean - The ship sails today.
or - Ship the sails today.
Without THE, you could really be lost!

1. DETERMINERS

A determiner always means that a noun is very close by.
eg. a big beautiful cake
some elephants
the noisy children

2. PREPOSITIONS

Prepositions show how two words in a sentence are related to each other.
eg. John raced down the hill. (Where)
We left on Saturday. (When)
Sue went into the kitchen. (Where)
The smell from the kitchen is terrible. (Which smell)

3. CONJUNCTIONS

Conjunctions join words or sentences together.
eg. I like apples, oranges AND bananas.
She said yes, BUT her mother said no.
The trail is late, BECAUSE it was delayed in New Westminster.

4. INTERJECTIONS

Interjections are single words or very short phrases that add a lot of feeling to a sentence.
eg. Oh, Dear! He fell down the stairs.
Oops! I dropped all the dishes.
No! Yeah? Oh, My God! Great!

©VCC

NOUNS

What do the underlined words have in common? What job are they doing? What kind of words do they replace? What are their characteristics?

A cleep is dribbing on the bampment.
Each mafstip's nire soged slowly.
Have the gloys wealed my new detation?
He lisses Gorg two fattles very nar.

The underlined words are acting like NOUNS.
A noun is a word which names a person, place, thing, or idea.
eg. Susan, man, city, radio, happiness

DIRECTIONS:

Underline the nouns in the following sentences.

1. The young girl stood up.
2. Jack and Jill went up the hill on Sunday.
3. Is the cat scratching at the door?
4. My father lives in Alaska.
5. After the movie, the manager turned on the lights and opened the exit doors.
6. Whenever the telephone rings, Mrs. Jones tells her daughter to answer it.
7. The rocking chair needs a new cushion.
8. Many people are lonely and unhappy.
9. Our city usually has a good football team.
10. The pupils wrote their names on their papers.

The subject of the sentence is the part that tells who or what the sentence is about. The subject is usually a noun or pronoun. Circle the noun(s) in each sentence above that is acting as the subject of the sentence.

©VCC

SINGULAR AND PLURAL NOUNS

Nouns show NUMBER.

Study these sentences:

1. That girl was walking with several other girls.
2. Will one blanket be enough or do you want two blankets?

Find two nouns in the first sentence. Why are they spelled differently? Do the same with the second sentence.

The nouns in these sentences are girl - girls and blanket - blankets. The nouns girl and blanket mean one girl and ____ blanket. When the letter s is added to these, they become girls and blankets and mean more than one.

DIRECTIONS:

Underline the nouns in the following sentences and put an S if the noun is singular and a P if it is plural.

1. The leaves rustled in the wind.
2. John took a picture of the class.
3. The pupils can spell many words.
4. My dresses are in the closet.
5. Jack works in a factory.
6. John's job is to pack boxes.
7. Ann is planning a party for her birthday.
8. Vancouver is a noisy city.
9. The windows of the room were covered in frost.
10. An old rifle hung on the wall of his cabin.
11. The Joneses have sold their car.
12. Children like candy.
13. My feet hurt.
14. The dishes are dirty but the clothes are clean.
15. She sells seashells by the seashore.

© VCC

PLURALS

S or ES

Most English nouns form their plural by adding S

BUT

If a word ends in s, x, ch, sh, or z add es to make the plural.

DIRECTIONS:

Write the plural.

box ____________
apple ____________
book ____________
glass ____________
bus ____________
chair ____________
kiss ____________
ruler ____________
clock ____________
sandle ____________
church ____________
secret ____________
bowl ____________
wish ____________
dress ____________

mouth ____________
highway ____________
zipper ____________
towel ____________
dish ____________
noun ____________
couch ____________
pan ____________
pass ____________
page ____________
ax ____________
repair ____________
patch ____________
lash ____________
buzz ____________

© VCC

PLURALS

If a word ends in a consonant followed by y, change the 'y' to i and add es.

story	stories
baby	babies
try	tries

If a word ends in a vowel (a, e, i, o, u) followed by y simply add s.

dislay	displays
donkey	donkeys
boy	boys

key ____________________

enemy ____________________

lily ____________________

play ____________________

dairy ____________________

cowboy ____________________

story ____________________

navy ____________________

monkey ____________________

lady ____________________

company ____________________

daisy ____________________

ray ____________________

spy ____________________

worry ____________________

chimney ____________________

housefly ____________________

essay ____________________

library ____________________

rooky ____________________

© VCC

PLURALS

1. Usually if a word ends in f or fe change the f to v and add es .

eg. loaf - loaves

wife ________________

roof ________________

life ________________

half ________________

hoof ________________

calf ________________

wolf ________________

leaf ________________

loaf ________________

knife ________________

2. Sometimes words become plural in an irregular way. Look these ones up in the dictionary.

child ________________

man ________________

woman ________________

sheep ________________

mouse ________________

moose ________________

ox ________________

fish ________________

tooth ________________

foot ________________

goose ________________

deer ________________

fireman ________________

policewoman ________________

© VCC

PLURALS

Nouns that end in O are usually made plural by adding S.

1. True if O follows a vowel

zoos
igloos
shampoos
cuckoos
studios
trios
folios
patios
curios
embryos
ratios
portfolios
scenarios
radios
rodeos

2. True for musical terms

altos
contraltos
concertos
piccolos
crescendos
adagios
solos
banjos
cellos
pianos

3. True for these words

Eskimos
ponchos
burros
broncos
flamingos
magnetos
tobaccos
infernos
torsos
dynamos
silos
egos
autos

4. These words take either s or es .

archipelago
domino
fresco
hobo
innuendo
mango
manifesto
mosquito
motto
mulatto
peccadillo
portico
tornado
volcano

5. Plurals with O and es .

tomatoes
potatoes
heroes
torpedoes
buffaloes
Negroes
embargoes
vetoes
lingoes
echoes

©VCC

PLURALS

Write the plural form of the following singular nouns.

1. door __________
2. man __________
3. hat __________
4. wife __________
5. potato __________
6. class __________
7. month __________
8. picture __________
9. foot __________
10. orange __________
11. fly __________
12. salesman __________
13. lady __________
14. dish __________
15. house __________
16. kiss __________
17. child __________
18. window __________
19. lunch __________
20. tooth __________
21. thief __________
22. dog __________
23. policewoman __________
24. negro __________
25. box __________
26. knife __________
27. boy __________
28. watch __________
29. city __________
30. Friday __________
31. eye __________
32. cigarette __________
33. mouse __________
34. half __________
35. key __________
36. wish __________
37. wax __________
38. shoe __________
39. movie __________
40. clock __________
41. hero __________
42. sheep __________
43. country __________
44. life __________
45. radio __________
46. fence __________
47. witch __________
48. toy __________
49. deer __________
50. piano __________

©VCC

POSSESSIVES

Nouns show POSSESSION.

A. A singular noun shows possession by adding an apostrophe (') and s .

eg. The man's hat blew across the street
Ross's sister is in Edmonton.
The lady's plate is empty.

B. A plural noun not ending in s shows possession by adding an apostrophe and s .

eg. The men's hats were on the table.
The mice's tails were cut off.
The children's library is upstairs.

C. A plural word ending in s shows possession by adding an apostrophe after the plural word.

eg. The boys' caps are red.
The girls' plates were dirty.
The Joneses' car was painted.

Add either 's or ' to the following to show possession.

1. The lady gloves were on the chair.
2. The ladies gloves were on the chair.
3. The boy writing is excellent.
4. The boys marks are excellent.
5. The fireman hat is red.
6. Firemen hats are red.
7. The mouse nest is under the house.
8. The mice nests are under the house.
9. The baby new toy is round.
10. The babies new toys are round.

© VCC

POSSESSIVES

Examples:

1. The cat of John = John's cat
2. The book of the boy = The boy's book
3. The books of the boys = The boys' books

1. The hat of the man = ______________________
2. The apple of the girl = ______________________
3. The office of my father = ______________________
4. The paper of Jane = ______________________
5. The name of his dog = ______________________
6. The names of the boys = ______________________
7. The plates of the ladies = ______________________
8. The cabin for the hunters = ______________________
9. The trail of foxes = ______________________
10. The color of the plates = ______________________
11. The core of the apple = ______________________
12. The yells of the children = ______________________
13. The nests of the cuckoos = ______________________
14. The car of the Smiths = ______________________
15. The coats of the women = ______________________
16. The plans of Mr. Mason = ______________________
17. The paragraphs of the students = ______________________
18. The captain of the ship = ______________________
19. The nets of the fishermen = ______________________
20. The edge of the knife = ______________________

©VCC

POSSESSIVES

Rewrite the following phrases in possessive form and use in a sentence.

eg. the boxes of the store manager
The store manager's boxes were piled in the corner.

1. the clothes of the lady

____

2. the nest of the bird

____

3. the toys of the babies

____

4. the boat of the girls

____

5. the car of the man

____

6. the birthday of my sister

____

7. the yard of Mrs. Hill

____

8. the daughters of Jack

____

9. the scars of the criminal

____

10. the gigantic, vicious, snarling dog of young Mrs. Smith

____

©VCC

COMMON and PROPER NOUNS

The following pairs of sentences may help you to discover the difference between proper nouns and common nouns.

1. The boy was taken to the hospital in an ambulance.

   John was taken to St. Paul's Hospital in a Blueline Ambulance.

2. I liked history last year but failed math.

   I liked History 061 last year but failed Math 041.

3. We travelled northwest on the highway in our car.

   We travelled to the Northwest Territories on Highway 7 in our Chevrolet.

4. He was elected president of our club.

   May I introduce President Jones of the Kiwanis Club.

5. He is interested in studying revolutions and their causes.

   He is interested in studying the Russian Revolution and its causes.

COMMON NOUNS

A noun used as the name of any one of a class or group of persons, places or things.

eg. boy, soldier, city, lake, bicycle, college, sincerity, hatred

PROPER NOUNS

The name of a particular person, place or thing. Proper nouns are always capitalized.

eg. Tom, Robert Burns, Canada, the Mediterranean Sea, the Eiffel Tower.

©VCC

Common and Proper Nouns, cont.

Write a Proper Noun for each Common Noun.

eg. girl Alice

1. boy ________________
2. dog ________________
3. holiday ________________
4. lake ________________
5. city ________________
6. magazine ________________
7. ship ________________
8. month ________________
9. mountain ________________
10. uncle ________________
11. language ________________
12. day ________________
13. college ________________
14. street ________________
15. ocean ________________
16. prime minister __________

© VCC

CAPITALS

Correct the following by putting capital letters in the proper places.

1. we had a sail on the princess mary on thursday.
2. i saw father and jim enter the barn.
3. george says thanksgiving day is next monday.
4. i met uncle fred at the corner of oak and hastings.
5. my daughter stayed at the y.w.c.a.
6. mother met mrs. brown at the king edward hotel in edmonton.
7. susan is studying about marco polo and sir francis drake in her history class.
8. this year chris's birthday falls on the fourth tuesday in may.
9. there is a large park in vancouver called stanley park.
10. vancouver community college is located at twelfth and oak street.
11. we went on a vacation to greece at easter time.
12. mayor phillips of vancouver shops at eaton's.
13. i went climbing in the rocky mountains last summer on a warm thursday afternoon.
14. the meeting was attended by catholics, protestants, jews and buddhists.
15. mary, sue and jane are going to aunt mary's for lunch.
16. i met dr. martin at the safeway in kitsilano on saturday.
17. they saw ms smith driving a new honda civic.
18. susan and pat have both read all the president's men.
19. is thanksgiving day on october 31?
20. he is from montreal.

©VCC

NOUN DETERMINERS

Noun determiners are words that:

a) determine or signal that a noun will follow.

b) take the place of the in these sentences.

The man is here. The men are here.

Examples:

a, an,
all
each
every
both

this, that
those, these
his, her
my, our
their, your

some, many, any
more, most
few, several
neither, either
one, two, three

The, a, an - are the most common determiners.

the - used with a DEFINITE person, place, thing, idea

eg. He is the man that stole the yellow car.

a, an - used with an INDEFINITE person, place, thing, idea

eg. She ate a peach and an apple.

DIRECTIONS: Use the, a, or an.

1. _____ house on Oak Street was _____ kind that always had _____ bunch of children around it. _____ house was _____ old and rambling building with _____ wonderful tree for climbing. It had belonged to _____ cross, old lady who wouldn't let _____ children inside _____ gate, and that was _____ challenge to all of _____ tree-climbers.

DIRECTIONS: Use any of the noun determiners above to fill in the blanks.

2. _____ leaf uses oxygen from _____ air to change its food into energy. _____ plants need _____ energy gained from food in order to live and grow. _____ leaf breathes through tiny slits or pores that are shaped like _____ eye of a cat. _____ pores can not be seen without _____ microscope. _____ pores change _____ shape and size as _____ air changes. For example, on hot, dry days _____ pores shrink to keep _____ leaf from losing too much water. _____ pores of _____ leaf also help to bring water up from _____ roots.

©VCC

NOUNS AND DETERMINERS

A. DIRECTIONS: Underline the Nouns and circle the Noun Determiners.

Clue: use the as a tester

1. The girl is eating an apple.
2. A newspaper is on her chair.
3. My sister got a letter from her friend.
4. Several people were in the gift shop.
5. Those children want some candy.
6. She has many rings on her fingers.
7. The Masons are having a happy day.
8. Their coats are in this closet.
9. That pencil belongs to his little boy.
10. Both men had some books from the library.
11. Every pupil has a workbook.
12. Two parcels came in the mail.
13. Your answers are on this paper.
14. These sentences seem difficult at first, but if you study some examples they will become easier.

B. DIRECTIONS: Use these noun determiners in sentences. Draw a line under the noun they signal.

1. a
2. an
3. this
4. those
5. all
6. any
7. your
8. several
9. two
10. their

ADJECTIVES

ADJECTIVES are words that describe or modify nouns and pronouns. The purpose of an adjective is to make the meaning of the noun or the pronoun it describes clear.

e.g. Notice the different word pictures

old man, angry man, fat man

DIRECTIONS: In the sentences below select all the nouns that have adjectives describing them. Then make two lists as shown.

e.g. A tiny, fluffy, grey kitten lay purring on the old velvet pillow.

NOUNS	ADJECTIVES
kitten	tiny, fluffy, grey
pillow	old, velvet

1. The new nervous teacher stood watching the large classroom fill up.
2. The blue pen lay on the dirty green table.
3. The styrofoam cup burst into orange flames.
4. The tall maple tree looked like an enormous umbrella.
5. The crazy young man gave a frightening scream and gulped the strawberry ice cream.
6. The fearless child crawled into the deserted dark cave.
7. The mean pirate punished him with a vicious kick.
8. The cold water stunned the polar bear.
9. The delicious pancakes sizzled on the hot griddle.
10. A chilling wind crossed the flat desolate prairie.
11. The respectable carpenter gave a simple explanation.
12. The thermos bottle exploded into many tiny bits.
13. The joyous meeting ended with a loud song.
14. The vicious lion licked his greasy lips after devouring his unlucky prey.
15. From tall chimneys blue smoke drifted upward into the clear frosty air.

Int 127

ADJECTIVES

A. DIRECTIONS: For each of the following nouns list four suitable descriptive adjectives.

rain ________ ________ ________ ________

moon ________ ________ ________ ________

house ________ ________ ________ ________

pancakes ________ ________ ________ ________

sea ________ ________ ________ ________

blizzard ________ ________ ________ ________

story ________ ________ ________ ________

B. DIRECTIONS: Beside each of the following descriptive adjectives write an appropriate noun.

feathery ________

brilliant ________

fragrant ________

magical ________

gigantic ________

dirty ________

greasy ________

spicy ________

fierce ________

crazy ________

sharp ________

noisy ________

C. DIRECTIONS: In a sentence or two describe one of the following. Use adjectives that paint a picture in words.

a) your face

b) a piece of furniture

c) the ocean

d) your favourite piece of scenery

©VCC

VERBS

VERBS are words that:

a) show action - eat, go, think, listen

b) show condition or state of being
e.g. He is here.
People are funny.

c) change form to show tense (time)

Verbs are the only part of speech that show time. Notice how the verb walk changes its form and uses helper verbs to show time in these sentences.

This morning John walked to work. John often walks to work but so far this month he has walked to work only a few times. Yesterday as he was walking to work it started to rain. A friend in a car stopped and offered him a ride at Main Street, but he had walked almost all the way and so he refused. She asked John what he was doing and he said, "I am walking to work. I think that I will walk tomorrow too and then I will have walked to work eight times this month."

WALK is a regular verb. A regular verb has four forms:

v,	v+s,	v+ed,	v+ing
walk	walks	walked	walking

d) fit into sentences like:
(They) He ________ it.
(It) He ________ out.
easily.
rapidly.

DIRECTIONS: Underline the verbs.

1. John sings.
2. The women are pretty.
3. They will move soon.
4. The children ate the candy
5. While you are washing the dishes, I will scrub the floor.
6. He was watching T.V. when the phone rang.
7. She has been sleeping for two hours.
8. Close the window.
9. The car is very dirty.
10. We chased the rabbit.

© VCC

Int 129

THE SIMPLE PRESENT TENSE

When we speak of what is generally or always true we use the Simple Present Tense. The form of the verb is v or v + s or forms of the verb - to be (am, is, or are)

Example: I love seafood. (v)
Grant works for I.C.B.C. (v+s)
Farley Mowat is a well known Canadian writer. (to be)
They collect antiques. (v)
A stitch in time saves nine. (v+s)

DIRECTIONS: Fill in the blank with the correct form of the verb given.

wait 1. I __________ for the bus every morning.
be 2. He __________ Jane's friend.
play 3. Ray __________ Shinny in the street on Saturdays.
train 4. The boxer __________ for each fight.
bake 5. You __________ good bread.
rob 6. The crook __________ banks.
be 7. I __________ sick.
rake 8. He __________ the leaves in the Fall.
be 9. Lee __________ here.
hunt 10. We often __________ deer.
be 11. You __________ pretty.
pick 12. My child never __________ up his clothes.
be 13. They __________ not there whenever I call.
be 14. It __________ my apple.
drive 15. He __________ too wildly.
dream 16. I __________ every night.

©VCC

THE PRESENT- ING TENSE

Another way of describing action in the present is to use am is or are and a v-ing form. We use this tense in two main ways:

a) To tell what is going on at the present moment.
e.g. The band is playing our song.

b) To make a general statement about what is happening in the present.
e.g. They are travelling across the U.S.

DIRECTIONS: Fill in the blank with am is or are.

1. Dave Barrett __________ running for office.
2. I __________ not laughing at you.
3. Right now they __________ washing the car.
4. __________ you going to the concert?
5. He __________ watching the squirrels in the tree.
6. __________ she looking for the newspaper?
7. That dog __________ annoying the children.
8. Don't turn off the radio while we __________ listening to the music.
9. Aunt Martha __________ trying to fix the fridge.
10. Susan and John __________ expecting a baby.
11. It __________ raining throughout British Columbia today.
12. I __________ trying to decide what to do.

©VCC

THE PRESENT- ING TENSE

A. DIRECTIONS: Fill in the blanks using the verb 'to be' and the 'ing' form of the word given.

Example: walk: I am walking to the blackboard.

stand 1. The lion tamer __________________ by the cage.

get 2. The paper __________________ wet.

paint 3. They __________________ their house yellow.

plan 4. We __________________ to sell our house before the end of the month.

feel 5. She __________________ sick today.

come 6. Jane __________________ to school to learn how to read.

play 7. The monkeys __________________ in the trees.

talk 8. __________________ you __________________ to me?

do 9. What __________________ you __________________?

have 10. The Union __________________ a meeting to discuss the problem.

B. DIRECTIONS: Imagine that right at this moment you are in one of the situations described below. Write 5 sentences that describe what is happening. Remember - You are there. Use only the simple present or the present-ing tense. Choose only one and write 5 sentences.

1. You are watching a house that is on fire.
2. An earthquake has hit Vancouver and you are walking down a busy street.
3. You are trapped in a crowded elevator that has just stopped between floors.
4. The B.C. Lions football team has just made a touchdown and you are in the stadium.

© VCC

WHAT DOES THE s MEAN?

DIRECTIONS:

Circle the verbs with s at the end.
Underline the plural nouns. (more than one)
Put an X on the possessive nouns.

1. The pupils in my class work hard.
2. Mr. Patterson cuts pictures from the paper and pastes them in a scrapbook.
3. The baby's name is James.
4. David plays with Daddy's hat.
5. The Greens live in a trailer.
6. She sees Lee's feet.
7. They met their sons' teachers.
8. The three brothers had fun in the leaves.
9. Uncle Pete keeps some turkeys at the farm.
10. The baby's toy breaks easily.
11. Men's hats are often gray.
12. She sells seashells by the seashore.
13. Let's go to Jane's house.
14. Jim's book is on one of those desks.
15. This worksheet seems hard but it gets easier as you go along.

© VCC

SIMPLE PAST TENSE

Most verbs form their past tense by simply adding 'ed'. But irregular verbs such as RUN--RAN change in some other way.

DIRECTIONS: Fill in the blank with the past tense of the underlined verb - most are irregular.

1. Why did you take the bus? I __________ the bus because I was late.
2. What time did you wake up? I __________ up at nine o'clock.
3. Did you talk to her yesterday? We __________ on the phone for two hours.
4. What did she think of the movie? She __________ it was dull.
5. Where did they go? They __________ to the store.
6. Did you drink the last beer? No, John __________ it.
7. Why did you change your clothes? I __________ because I was too hot.
8. Did you read the book 'Boss'? I __________ it last year.
9. Where did you eat lunch? We __________ in the park.
10. Did the baby cry while we were out? The baby __________ all evening.
11. How far did you run? I __________ four miles.
12. Who did you see at the beach? We __________ Jim and his wife.
13. Did you get my letter? I __________ it last week.
14. Do you know Joe Blow? I __________ him many years ago.
15. What did she say? She __________ no.
16. Did you have fun? We __________ a great time.
17. Did she make a cake? Yes, she __________ it this morning.
18. Who did he marry? He __________ the girl next door.
19. How did you catch a cold? I __________ it from my husband.
20. When did they come to Canada? They __________ here in 1952.

© VCC

IRREGULAR VERBS

Simple form	Present Participle	Past form	Past Participle
be	being	was, were	been
become	becoming	became	become
begin	beginning	began	begun
bite	biting	bit	bitten
blow	blowing	blew	blown
break	breaking	broke	broken
bring	bringing	brought	brought
build	building	built	built
burn	burning	burned (burnt)	burned (burnt)
buy	buying	bought	bought
catch	catching	caught	caught
choose	choosing	chose	chosen
come	coming	came	come
cost	costing	cost	cost
cut	cutting	cut	cut
do	doing	did	done
draw	drawing	drew	drawn
dream	dreaming	dreamed (dreamt)	dreamed (dreamt)
drink	drinking	drank	drunk
drive	driving	drove	driven
eat	eating	ate	eaten
fall	falling	fell	fallen
feel	feeling	felt	felt
fight	fighting	fought	fought
find	finding	found	found
fly	flying	flew	flown
forget	forgetting	forgot	forgotten
get	getting	got	got
give	giving	gave	given
go	going	went	gone
grow	growing	grew	grown
hang	hanging	hung	hung
have	having	had	had
hear	hearing	heard	heard
hide	hiding	hid	hidden
hit	hitting	hit	hit
hold	holding	held	held
hurt	hurting	hurt	hurt
keep	keeping	kept	kept
know	knowing	knew	known
lead	leading	led	led
learn	learning	learned (learnt)	learned (learnt)
leave	leaving	left	left

©VCC

Simple form	Present Participle	Past form	Past Participle
lend	lending	lent	lent
let	letting	let	let
lie	lying	lay	lain
lose	losing	lost	lost
make	making	made	made
mean	meaning	meant	meant
meet	meeting	met	met
put	putting	put	put
read	reading	read	read
rid	ridding	rid	rid
ride	riding	rode	ridden
run	running	ran	run
say	saying	said	said
see	seeing	saw	seen
sell	selling	sold	sold
send	sending	sent	sent
set	setting	set	set
shoot	shooting	shot	shot
show	showing	showed	showed (shown)
sing	singing	sang	sung
sit	sitting	sat	sat
sleep	sleeping	slept	slept
smell	smelling	smelled (smelt)	smelled (smelt)
speak	speaking	spoke	spoken
spend	spending	spent	spent
spread	spreading	spread	spread
stand	standing	stood	stood
steal	stealing	stole	stolen
stick	sticking	stuck	stuck
swim	swimming	swam	swum
take	taking	took	taken
teach	teaching	taught	taught
tear	tearing	tore	torn
tell	telling	told	told
think	thinking	thought	thougnt
throw	throwing	threw	thrown
try	trying	tried	tried
understand	understanding	understood	understood
wake	waking	woke	woken
wear	wearing	wore	worn
win	winning	won	won
write	writing	wrote	written

©VCC

Int 136

THE PAST - ING TENSE

The past-ing tense is used to describe an action in the past that was going on at a particular moment or when another action took place.

The past-ing tense is formed by using the past tense of the verb to be (as a helper) and adding ing to the main verb.

[When Ed arrived]	I was working	we were working
	you were working	you were working
	he, she, it was working	they were working

A. DIRECTIONS:

Fill in the blanks with the correct form of the past-ing tense of the verbs given.

1. It ____________________ when I left for home. (rain)
2. They ____________________ in Japan when war broke out (live)
3. The accident happened while they ____________________ in Mexico. (travel)
4. He ____________________ in Vancouver when his father died. (work)
5. She fell as she ____________________ into the car. (get)
6. While I ____________________ home I saw an accident. (go)
7. We ____________________ dinner when you phoned. (eat)
8. I ____________________ soundly when you came in the room. (sleep)
9. While he ____________________ the doorbell rang. (study)
10. Mary ____________________ the piano when I arrived. (play)
11. When he came home at ten o'clock, his wife ____________________ the floor. (wash)
12. At that moment she ____________________ not ____________ ________ to what he ____________________. (listen),(say)

©VCC

THE PAST - ING TENSE

B. DIRECTIONS: Complete each sentence below using the past-ing tense.

Example: In the midst of all this, the baby was sleeping soundly.

1. When she left, ____.
2. Before John phoned, ____.
3. As the policeman entered the room, ________________________.
4. At the moment the lights went off, ________________________.
5. On that cold, miserable afternoon, ________________________.

C. DIRECTIONS: Complete each sentence below by telling at what particular moment in the past the action occurred.

Example: We were riding on the roller coaster when the storm broke.

1. They were cleaning the house ____________________________.
2. She was coming home from the party ______________________.
3. Max was watching television ______________________________.
4. Rover was burying his bone ______________________________.
5. You weren't listening to the speaker ____________________.

D. DIRECTIONS: Write a sentence for each of the following verbs using the past progressive tense.

1. I (read)
2. The sun (shine)
3. I (study)
4. She (get)
5. The wind (blow)
6. We (drive)

©VCC

VERBS

DIRECTIONS: Rewrite the paragraphs below in the past tense.

A. There are many people in the room. It is coffee time. Everyone is talking and laughing. Some are drinking coffee, others munch on doughnuts. Smoke fills the air. Suddenly quiet falls. It is time to work again.

B. It is beautiful outside today. The air is crisp and cool; the sky is clear. From my balcony I can see mountains, ocean and city. The trees on the mountains stand green and silent, but at the beach, they whisper in their fall colours of red, orange, yellow and green. The water ripples in the breeze and comes softly to shore. Even the buildings look clean, their white and pastel colours are shining in the sunlight.

©VCC

VIVID VERBS

What's the shortest sentence possible in English? One word- and that word must be a verb. e.g. Run! Stop! Of course most sentences are longer but the verb in the sentence is still one of the key words and no complete sentence can be written without the use of a verb.

Verbs create a word picture of what is happening in a sentence.

e.g. The sunbathers sprawled on the beach, dozing.

The word sprawled is effective because it is specific. It suggests a complete word picture. You think of people lying about haphazardly with their arms and legs spread out.

Snyder __________ the small boat.

The word that is placed in the blank will determine what Snyder did with the small boat.

Snyder guided the small boat.

Snyder wrecked the small boat.

Snyder painted the small boat.

Snyder kicked the small boat.

Notice how the verbs create completely different pictures of what Snyder did with the boat. Each verb limits Snyder to a single and separate act.

Like most other parts of speech, verbs are synonyms. Often the choice of the correct verb synonym will make all the difference between the expression of your ideas in a very ordinary manner and in a clear vivid way that will give your reader a striking picture of what you are thinking.

Study these sentences: The little puppy came toward the table.

The little puppy waddled toward the table.

Which of these sentences makes a better picture? The use of what word makes the difference? What part of speech is this word?

The wind blew through the crack in the window.

The wind whistled through the crack in the window.

Which of these sentences gives a more striking mental picture of the wind coming through the window? Why?

The brook gurgled over the stones.

Notice how the use of the verb 'gurgled' gives a clear idea of the sound of the brook.

©VCC

VIVID VERBS

Sentences are often ineffective because the verbs are lifeless and general. Verbs need to be vivid and specific in order to be effective.

A. DIRECTIONS: Rewrite each of the following sentences three times, changing the verb each time.

a. Joe's little brother __________ the box of groceries.

b. Mr. Jones __________ his car the other day.

c. The two boys __________ the door.

B. DIRECTIONS: Improve the following sentences by substituting effective verbs for the general verbs.

a. He said, "Get out!"

b. The old man moved down the street.

c. The little girl walked quickly into the room.

d. "Water!" the dying man stated.

C. DIRECTIONS: Now it's your turn to write some sentences with vivid, specific verbs.
Choose ten of the following ideas and create striking word pictures by careful choice of verbs.

1. lightning
2. puppy
3. sunshine
4. blizzard
5. rain
6. a crowd
7. washing machine
8. football player
9. traffic
10. teacher
11. cougar
12. an old car
13. a singer
14. an ambulance
15. flowers
16. a tired little boy
17. kite
18. stars
19. baby sitter
20. a candle
21. radio

© VCC

ADVERBS

ADVERBS describe or modify verbs, adjectives and other adverbs.

ADVERBS answer the questions:
How ? (ran quickly)
When ? (sleep often)
Where ? (throw down)
How Much ? (quite tired)

Examples of Adverbs

How ? rapidly, quickly, quietly, easily, bravely, slowly, softly, happily, loudly, nervously, boisterously, safely, angrily, well, carefully, politely, neatly.

When ? once, then, today, yesterday, tomorrow, now, often, soon, immediately, sometime, later, always, early, never, finally.

Where ? away, outside, forward, near, back, down, inside, up, everywhere, anywhere, over, here, there, west.

How Much ? too, not, quite, never, very, much, rather, extremely, somewhat, so, almost, nearly, much, less, perhaps, really.

DIRECTIONS: Complete the following sentences by adding an adverb to each.

1. He slept ______________________.
2. The rain fell ______________________.
3. She jumped ______________________.
4. Bob ate his lunch ______________________.
5. The man limped ______________________ down the street.
6. The dog barked ______________________.
7. ______________________ the bride walked to the altar.
8. He spoke ________________ to the crowd.
9. Tim rose ________________ and turned ________________ away.
10. ________________ the dead leaves crackled in the breeze.

©VCC

ADVERBS

DIRECTIONS: Circle the adverb and indicate the word it modifies.

Example: The eager students listened closely.

1. Susan came late often.
2. The small child falls easily.
3. The busy city grew rapidly.
4. The temperature went down.
5. Slowly, the great old redwood tree fell.
6. The soft snow gradually melted.
7. Lovely scarlet roses bloom there.
8. Our soccer team always plays well.
9. All the telephones in the office rang loudly.
10. He is rather handsome and writes quite well.
11. It was too hot today for playing tennis.
12. The red-breasted robin chirped cheerfully.

©VCC

ADVERB PHRASES AND CLAUSES

Often a group of words will act as an adverb modifier and answer such questions as How ? When ? Where ? How Much ? Why ?

e.g. When ? They will arrive in the morning.
Where ? The cars were parked near the bridge.
Why ? They lined up for the movie.

DIRECTIONS: Underline the adverbs and the adverb phrases in the sentences below.

e.g. Suddenly a strange object appeared in the sky.

1. The bird's call sounded fleetingly through the night.
2. The boy walked with shuffling steps.
3. The old man gulped his food rapidly.
4. The cats raced frantically around the room.
5. Suddenly, water poured through the ceiling.
6. The sun sank below the horizon.
7. We rested lazily under a big tree.
8. He smiled sadly and trudged miserably down the road.
9. The road sign is clearly marked.
10. The rough waves pounded heavily against the wall.
11. She speaks very softly.
12. The flag flapped noisily in the wind.
13. I am very sleepy.
14. The baby lay quietly for a minute, but soon he cried out for his father.
15. The young girl fidgeted nervously on the edge of her chair.

©VCC

ADVERBS

ADVERBS tell how, where, when, or why an action happened.

A. DIRECTIONS: Add details to these sentences with single adverbs or adverb phrases and clauses.

e.g. I am going out.
I am going to the show.

1. He fell (where).
2. They go (where) (when).
3. I am listening to you (how).
4. The man yelled (where) (why).
5. He slipped (how) (where).
6. He leaves the house (when) (why).
7. The child skipped (where).
8. The train arrived (where) (how) (when).
9. We work (why).
10. A snake slithered (how) (where).
11. The windshield wipers broke (when).
12. I am thinking (how) (why).
13. The man helped us (how) (when).
14. The plant grew (where) (how) (when).
15. They needed money (when) (why).

B. DIRECTIONS: Use adverbs to add details to these sentences.

1. The dog barked.
2. The snow glistened.
3. She jumped.
4. He slept.
5. The boy limped.

©VCC

ADJECTIVES AND ADVERBS

DIRECTIONS: Add adjectives and adverbs to spark up these sentences.

1. She skated on the ice.
2. He ran past the tape.
3. He hit his head.
4. The men walked down the road toward the river.
5. She hit the ball over the net.
6. He shot at the bear.
7. The soldiers jumped out of the plane.
8. I wish you would leave this room.
9. She rode the horse.
10. The driver lost control of the truck.
11. She walked in front of the train.
12. She dropped the vase.
13. Tony pushed Bob.
14. Pat tripped over the body.
15. The lion advanced on us.

©VCC

NOUNS, VERBS, ADJECTIVES, ADVERBS

DIRECTIONS: Underline the NOUNS in each sentence.

1. Mr. Thomas fell down the stairs.
2. The girls were playing baseball.
3. The sun is coming out.
4. My car is white.
5. My friends went to the mountains last week-end.

DIRECTIONS: Underline the VERBS in each sentence.

1. The boys were running around the house.
2. The birds splashed in the bath.
3. I burned the toast.
4. The house was on fire.
5. This book is interesting.

DIRECTIONS: Underline the ADJECTIVES in each sentence.

1. The fluffy kitten purred.
2. We saw a large silver plane.
3. The wine sparkled in the crystal glasses.
4. There was a beautiful orange sunset.
5. The hungry people waited in a long line.

DIRECTIONS: Underline the ADVERBS in each sentence.

1. He works hard.
2. Please read this carefully.
3. They will be arriving tomorrow.
4. We live in a beautiful city.
5. The horse threw the rider in the mud.

© VCC

PREPOSITIONS

DIRECTIONS:

What word would best fit the blank space in the following sentence?

The car drove ________________the bridge.

Some of the words that fit are over, to, off, under, and by. These words tell where the car drove in relation to the bridge. Such "Position Words" are called prepositions. Each preposition is important because it shows the relationship of objects or ideas in a sentence.

The car drove over the bridge.

The car drove off the bridge.

The car drove to the bridge.

The car drove under the bridge.

The prepositions and the words that go with them are called prepositional phrases: over the bridge, off the bridge, to the bridge.

DIRECTIONS:

A) Use the following prepositional phrases in sentences.

1. to the fisherman
2. on the map
3. at the side of the road
4. into a strange town

B) Fill in each blank with a preposition. Then use the phrase in a sentence.

1. corner ________________ the window
2. handkerchief ______________ her head
3. mop _____________ hair
4. was sitting ______________ a ledge
5. climbed _______________ the window
6. know _______________ by heart

© VCC

Prepositions, cont.

C) Here is a list of frequently used prepositions

above
at
beside
by
except
for
from
in
into
like
of
on
to
upon
with
without

Rewrite the following sentences as many times as possible, using a different preposition in the blank each time.

1. The car stopped __________ the hill.
2. The farmer stood ___________ the fence.
3. __________ the bridge the car skidded ________ a stop.
4. The driver got out __________ the car and walked _________ the bridge.

D) Write a sentence using each of the following words as a preposition. Underline the phrase in each sentence.

1. about
2. against
3. before
4. upon
5. from
6. concerning
7. without
8. between

©VCC

Int 149

PREPOSITIONAL PHRASES

Shafts of sunlight pierced the gloom.

The boys started late in the afternoon.

The underlined words in the above sentences are prepositional phrases. A phrase does the work of a single word and has neither a subject or a predicate. When a phrase describes a noun or a pronoun it is called an Adjective phrase.

e.g. of sunlight describes the noun shafts

When a phrase describes a verb, an adjective, or another adverb, it is called an Adverb phrase.

e.g. in the afternoon describes the verb started

DIRECTIONS: Underline the prepositional phrases in the sentences below. Write adj. or adv. above them to tell what kind of phrase they are.

adj. adv.
e.g. The box of chalk is kept in the cupboard.

1. The music of the organ could be heard in the distance.
2. Across the meadows pine trees stood against the evening sky.
3. Tell the story of your life in the West.
4. The house on the corner of the street has been painted.
5. The car was parked at the edge of the sidewalk.
6. News of the accident fell on deaf ears.
7. The land of ours is rich in minerals.
8. She watched the snake with a look of horror.
9. In the morning the sun came up.
10. Fred looked for shelter beneath an overhanging rock.

©VCC

SNEAKY POETRY

It's sneaky because:

1) there's no title
2) you don't reveal the subject till the last line

HERE'S HOW!

first line - a noun (synonym for the answer)
second line - adjective plus noun
third line - two verbs
fourth line - a thought- a place
fifth line - answer

Sound
Many feelings
Dancing and singing
All over the world
? ________________

Work
Brain strain
Struggling and discovering
Always takes time
?________________

Gym
Smelly lockers
Moaning and groaning
Ache all over
?______________

Perfume
Hurt fingers
Pruning and cutting
Many beautiful colours
?______________________

Words
Many meanings
Writing and rhyming
As old as speech
?_______________

© VCC

COMMAS

DIRECTIONS: Commas separate words in a series.

eg. She likes apples, oranges, bananas, and peaches.

Commas separate groups of words in a series.

eg. The mail travels by air, by sea, and by land.

DIRECTIONS: Capitalize and punctuate the following sentences.

1. i saw elephants lions bears and tigers at the circus
2. roses tulips daffodils and lilacs grew in her garden
3. we studied english health mathematics science art and music
4. my head aches my feet hurt and my back throbs whenever i get tired
5. the road goes over the bridge up the hill and to the left
6. if you go down oak street turn right on cambie and travel about a mile you'll come to beautiful queen elizabeth park
7. men women and children came on foot in cars in buses on trains and in airplanes to visit the pne
8. the people of the third world of the second world and of the wealthiest countries need clean fresh water
9. it was an exciting interesting and entertaining movie
10. there were gifts for the children for mother and for father

© VCC

COMMAS

Commas set off words that interrupt the sentence.

1. The name of a person addressed.
   e.g. Hurry up, John, or we'll be late.
   Fred, please close the door.
2. Expressions like - after all, I'm sure, of course,
   e.g. My newspaper, for example, is always late.
3. Words at the beginning of sentences like - well, yes, no, why
   e.g. Oh, I wouldn't be so sure about that.
4. Tag questions.
   e.g. You will come, won't you?

DIRECTIONS: Capitalize and punctuate the following sentences.

1. when do you leave emily
2. john is that you
3. listen boys and girls while i tell a story
4. he thinks of course that we are wrong
5. to tell the truth i feel absolutely rotten
6. well it happened this way
7. come at once wayne and help me
8. the way i see it habitat was a great success
9. she can cook can't she
10. anyway we are going on a picnic
11. listen to this cindy and tell me what you think
12. if you'll excuse me now i think i'll go for a walk
13. this book is johns isnt it
14. yes im planning to come
15. in any case we can still go

©VCC

Int 153

COMMAS

DIRECTIONS: Capitalize and punctuate the following sentences.

1. on tuesday i had eggs bacon and sausage for breakfast
2. mable please bring me some apples oranges and pears
3. its too hot for tennis today isnt it
4. remember susan you are too sick to travel
5. before you go i have something to tell you
6. stop it sally or well be late
7. the mistress of the castle lady mary set fire to my bedroom
8. my husband as you know is an only child
9. whales seals grizzly bears and man are all endangered species
10. i lost my child mary anne fitzgerald
11. no i do not believe he did it
12. hide her present in the closet under the bed or behind the door
13. well even if i had the money i wouldnt buy it
14. wont you come home bill bailey
15. he told the waitress to bring him a bowl of soup a cheese sandwich a cup of coffee and the bill

© VCC

"QUOTATION MARKS" - GROUND RULES

DIRECTIONS:

Study the example paragraphs carefully.

1. "You have just started that book," I said, "and you're already on the last page."

2. "That's how I always read mystery stories," she replied.

"Why?" I asked with interest.

3. "It's much more fun reading a mystery when you have some idea of who's guilty," she explained. "I can never figure it out by myself and so if I don't sneak a look at the ending, all through the book I'm under the strain of trying to guess." *

RULES

1. Explainers show that direct speech is being quoted.

   eg. George yelled, the teacher asked, and the mayor said.

   These phrases explain to the reader who is speaking.

   Therefore, they are called explainers. They are usually set off by commas.

   DIRECT QUOTE: "George didn't show up today."

   DIRECT QUOTE WITH EXPLAINER:

   1. His boss said, "George didn't show up today."
   2. "George," his boss said, "didn't show up today."
   3. "George didn't show up today," his boss said.

2. If the sentence which is in the quotation marks ends with a ? or ! no comma is necessary.
3. If the same speaker says several sentences in a row, and if the sentences are not divided then they all go in the same set of quotation marks.
4. A comma comes before quotation marks.
5. Periods, question marks and exclamation marks usually come before quotation marks.
6. Begin a new paragraph with each speaker, even if all of the paragraphs are only one line long.

* Guide to Modern English - Corbin R.K., Perrin P.G., Buton E.W., Scott Foreman and Company and W. S. Gage Ltd.

©VCC

PUNCTUATION

DIRECTIONS: Capitalize and punctuate the following sentences.

1. sue said ill help you with the groceries
2. you dont need to do that mrs jones snapped
3. oh but i insist sue exclaimed
4. leave me alone or ill punch you mrs jones snarled
5. but i must do my girl guide good deed sue cried
6. leave me alone you creepy little girl mrs jones cried
7. give me that bag you old witch sue demanded
8. help police mrs jones shrieked
9. take that and that sue snickered as she stomped on mrs jones toes
10. the policeman asked what is going on
11. i was just trying to help little sue muttered
12. where are you going asked father
13. out screamed joe
14. dont slam the door yelled mother
15. joe muttered i will if i want to
16. one day ill blow up growled father
17. me too agreed mother
18. youre too small for that dress its a size sixteen you know said the clerk
19. the woman smiled im bigger than you think let me try it on
20. okay said the clerk

© VCC

QUOTATIONS

DIRECTIONS: Put in quotation marks and other punctuation. Capitalize where necessary. Watch for contractions.

1. a) john said that he would go
   b) john said ill go

2. a) sue told him shed go
   b) sue told him ill go (sue will go)

3. a) mac said he will borrow the money
   b) mac said i will borrow the money

4. a) mr frump screamed i want out
   b) mr frump screamed that he wanted out

5. a) mr sag replied i cant let you out
   b) mr sag replied that he couldnt let mr frump out

6. a) out out i want out mr frump screamed
   b) mr sag said it was impossible

7. a) ill throw one of my old socks in your face mr frump screamed
   b) mr sag said that hed better not threaten him

8. a) give me that towel demanded mr frump
   b) mr frump demanded the towel

©VCC

THE NARRATIVE PARAGRAPH

KEY PROBLEM:

To make the story a real and personal experience - YOUR story.

SOLUTIONS:

1. Choose a topic that relates to you (ie. your first day back to school) OR a topic in which you can easily relate to the other person (ie. someone trying to park in busy traffic and having a hard time - you are watching).
2. Write down the facts in order, adding necessary details. Make sure the details you give make the story come ALIVE!
3. Write a summary sentence. This may be a personal comment (ie. "what a strange experience!") OR an unexpected ending (ie. "he walked away unhurt from that mangled wreckage!").

REMEMBER:

1. You want the reader to be YOU - to experience and feel what happened to you.
2. If your story is more than one paragraph long, paragraph one introduces the topic, the following paragraphs tell the story, and the last paragraph is the summary

© VCC

THE DESCRIPTIVE PARAGRAPH

Key Problem: To create in the READER'S MIND the picture that is in YOUR MIND.

Solutions:

1. Write a topic sentence that states your general IDEA and your POINT OF VIEW (vantage point).
2. ONLY give DETAILS that support your point of view.
3. In the summary sentence, tell your thoughts about the scene as a whole.

Remember: A descriptive paragraph is a word picture. You want the reader to share your feelings about a scene, an event or a person.

©VCC

THE EXPOSITORY PARAGRAPH

KEY PROBLEM:

To EXPLAIN CLEARLY a problem well-known to the writer but not well-known to the reader.

SOLUTIONS:

1. The topic sentence should state the GENERAL IDEA and the LINE of DEVELOPMENT - ie. the problem and the method of attacking it.

2. Only points that support the line of development should be included in the paragraph.
These points should be:
   a. clear and simple
   b. complete
   c. in correct order
Correct order might include order of importance, time sequence, steps in doing something, etc.

3. The summary sentence should be the writer's personal comment on the problem - ie. the writer has tried the solution and it works!

REMEMBER: An expository paragraph explains a specific problem or tells HOW TO DEAL with something. The solutions to the problem should be so clear that the reader (who knows nothing) can arrive at the same conclusion as the writer.

© VCC

SENSE - ATION

DIRECTIONS:

There are five senses: SIGHT, TOUCH, SOUND, TASTE AND SMELL.

The following words appeal to one or more of your senses. Put each word under the proper heading (headings).

fuzzy
smooth
bitter
round
square
thunderous
crispy
smoky
hissing
sweet
fishy
blue
red
mushy
sticky
cold
jagged
cool
wide
loud
hairy
crackling
stinky
broad
wet
short
rough
tall
tinny
deafening

SIGHT

TOUCH

SOUND

TASTE

SMELL

Add some more words of your own to the lists above.

©VCC

WRITING

DIRECTIONS:

Choose ONE of the word groups. Use the words in sentences. Try to make the sentences tell a story.

1. story
   hero
   adventure
   pirate
   palace
   cave
   ship
   wizard
   magic
   exciting
   colourful
   daring
2. actor
   singer
   dance
   play
   parade
   mask
   record
   show
   comedy
   television
   make-up
   film
3. dawn
   dark
   gleam
   flash
   northern lights
   blazing
   flair
   candle
   flicker
   sparkle
   vivid
   star
4. bud
   stem
   daisy
   spray
   cut
   fragrant
   greenhouse
   blossum
   beautiful
   buttercup
   flowerpot
   daffodil
5. think
   well
   quietly
   attempt
   tricky
   use
   finish
   work
   easily
   hard
   carefully
   boring
6. smile
   laugh
   pain
   hope
   mad
   friendly
   love
   worry
   delightful
   cry
   afraid
   peace

© VCC

CLICHÉS

Expressions that are used over and over again are called clichés. eg. quick as a wink They are used so often that they become 'tired' and no longer have any real force. A good writer tries to avoid clichés.

DIRECTIONS: Fill in the blanks with the customary cliché. Then rewrite each sentence and complete it in the most imaginative way you can, trying hard not to use any clichés.

1. It's raining ________ and _______.

2. He is as sly as a ________ .

3. That's easier said than ________.

4. She's busy as a _________.

5. They were green with __________.

6. Last but not _______ came the clowns.

7. Don't add insult to ________.

8. Her letters are few and far ________.

9. He's as white as a _________.

10. This building is as solid as a __________.

11. The little girl looked as pretty as a __________.

12. We'll just put in an __________.

13. To make a long story _________, everyone lived happily ever after.

14. I'm as cool as a _________ in my new sundress.

15. That kid is as sharp as a _________.

©VCC

INTERVIEW

DIRECTIONS:

A)
1. Make up a list of questions to ask the person you are interviewing.
2. Keep questions short and not too personal.

   examples: **Why have you decided to return to school?**

   Tell me a little bit about your background.
3. Make sure your questions cannot be answered with just a yes or no unless that's the only answer you want.

B)
1. Sit down in a quiet place with the person who is to be interviewed.
2. Ask your questions and jot down short notes as she/he answers them.
3. Before you end the interview check to make sure you have enough information to complete the assignment.

C) Write a paragraph on the person you have interviewed. Make it about half a page long. Check it over carefully for good sentence structure and correct spelling before you hand it in.

©VCC

Adv 1

REGULAR SPELLING PATTERNS

Long vowel sounds in non-final syllables are usually spelled by a single vowel followed by a single consonant.

e.g. baby, open, pupil

Short vowel sounds in non-final syllables are usually spelled with a single vowel followed by two or more consonants.

e.g. pillow, rocket, pencil

DIRECTIONS: Sort these words into the correct list. Use sound and pattern to make your decisions. Sort by the vowel sound in the first syllable.

twenty
medium
notice
copper
mustard
music
item
difference
taped
pony
iron
finger
tapping
tiny
patterns
tinny
babies
suddenly
beckon
soften
hopped
super
crazy
preview
supper
fellow
recent
duty
hoped
plaster

LONG	SHORT

© VCC

REGULAR SPELLING PATTERNS

Long vowel sounds in final syllables are usually spelled by vowel - consonant - silent e .

a-e	e-e	i-e	o-e	u-e
anticipate	athlete	admire	alone	altitude
behave	compete	advertise	awoke	attitude
calculate	complete	alive	before	conclude
candidate	concede	arrive	compose	costume
celebrate	concrete	attire	devote	dilute
communicate	sincere	collide	explode	include
compare	stampede	confide	hormone	institute
concentrate		confine	ignore	insure
congratulate		contrive	invoke	interlude
create		decide	promote	parachute
cultivate		desire	propose	pollute
decorate		divide	provoke	refuse
escape		entire	suppose	refute
estimate		ignite		salute
female		excite		substitute
inflate		inside		
investigate		inspire		
irritate		invite		
locate		polite		
operate		provide		
mistake		realize		
punctuate		recognize		
refrigerate		require		
regulate		retire		
relate		subscribe		
separate		surprise		
speculate		survive		
suffocate		umpire		
ventilate		vampire		
vibrate				

SPELLING /f/

/f/ is usually spelled with the single letter f

BUT

/f/ = ff

a) at the end of a word following a short vowel sound.

staff
sniff
stiff
riff-raff
whiff
off
huff
cuff
fluff
muff
stuff
rebuff

b) between a short vowel and another vowel sound.

baffle
daffy
raffle
saffron
taffy
waffle
differ
different
jiffy
coffee
office
toffee
buffer
duffle
huffy
stuffy
suffix
suffocate

/f/ = gh

laugh
rough
tough
enough
cough
trough

/f/ = ph in words from Greek or Latin

photo
phono
phosphorus
graph
graphics
photograph
phonograph
paragraph
telegraph
telephone
physics
physical
physician
physiology
phase
phrase
phoney
phobia
philosophy
elephant
pamphlet
nephew
orphan
syphilis

© VCC

SPELLING /f/

DIRECTIONS: Cover the words below with a card or a piece of paper. After the words have been dictated to you uncover and correct carefully.

1. graph ____________
2. cough ____________
3. phone ____________
4. stuff ____________
5. half ____________
6. friend ____________
7. telegraph ____________
8. funny ____________
9. for ____________
10. rough ____________
11. fasten ____________
12. enough ____________
13. father ____________
14. comforts ____________
15. photographer____________
16. facts ____________
17. physical ____________
18. family ____________
19. chief ____________
20. tough ____________
21. pamphlet ____________
22. fooled ____________
23. future ____________
24. elephant ____________
25. freeze ____________
26. suffix ____________
27. paragraph ____________
28. from ____________
29. phrase ____________
30. gifts ____________
31. trophy ____________
32. proof ____________
33. fence ____________
34. nephew ____________
35. office ____________
36. few ____________
37. orphan ____________
38. found ____________
39. phony ____________
40. laugh ____________

© VCC

Adv 5

HARD AND SOFT SOUNDS OF C

Soft C = /s/ as in city, cent, fancy
Hard C = /k/ as in cat, come, cute, picnic

DIRECTIONS: Indicate which sound the letter C is making in the following words by using /s/ or /k/.

1. center __________
2. clever __________
3. active __________
4. dancing __________
5. copy __________
6. necktie __________
7. captain __________
8. certain __________
9. deceive __________
10. attack __________
11. office __________
12. education __________
13. curve __________
14. principal __________
15. become __________
16. icy __________
17. bicycle __________
18. bicycle __________
19. custom __________
20. district __________
21. excite __________
22. cafeteria __________
23. medicine __________
24. occur __________
25. camera __________
26. decide __________
27. circle __________
28. circle __________
29. describe __________
30. cigarette __________
31. second __________
32. exercise __________
33. curtain __________
34. cream __________
35. scold __________
36. celery __________
37. niece __________
38. music __________
39. success __________
40. success __________

RULE: C followed by ___, ___, ___, or a consonant usually = /K/.

C followed by e, i, or y usually = __________.

© VCC

Adv 6

HARD AND SOFT SOUNDS OF G

Soft G = /j/ as in giant, gently, gym
Hard G = /g/ as in go, game, grand

Indicate which sound the letter G is making in the following words by using /j/ or /g/.

1. large __________
2. bugs __________
3. guilty __________
4. got __________
5. program __________
6. stage __________
7. stag __________
8. glance __________
9. grew __________
10. fridge __________
11. wags __________
12. wage __________
13. gin __________
14. fudge __________
15. magazine __________
16. magic __________
17. greasy __________
18. change __________
19. glad __________
20. gold __________
21. garbage __________
22. garbage __________
23. gamble __________
24. goat __________
25. genius __________
26. budget __________
27. gypsy __________
28. glass __________
29. germ __________
30. group __________
31. stingy __________
32. gallons __________
33. gone __________
34. great __________
35. passage __________
36. bridge __________
37. legs __________
38. ghost __________
39. angel __________
40. angle __________

RULE: G followed by a, o, u, or a consonant usually = __________

G followed by ___, ___, or ___ usually = /j/.

© VCC

SPELLING /j/

/j/ = j before a, o, and u.

jar
jockey
jacket
jail
janitor
jaw
joke
joint
journey
job
jogging
jump
junior
justice
jury
June

/j/ = ge after a long vowel or a consonant

age
wage
rage
cage
page
stage
huge
refuge
large
barge
charge
urge
gorge
forge
orange
plunge
change
strange
arrange
danger
manger
ranger

/j/ = ge in the unstressed syllable sounding (ij)

manage
passage
cabbage
damage
village
package
garbage
courage
bandage
voyage
baggage
luggage
sewage
orphanage
yardage
postage
beverage
advantage
breakage
message
mileage (milage)
rummage
sausage
savage
shrinkage

/j/ = dge after a short vowel sound

edge
ledge
wedge
hedge
pledge
budge
budget
nudge
grudge
fudge
lodge
dodge
smudge
judge
badge
gadget
ridge
bridge
midget
fridge
fidget
hodge-podge

/j/ = g before y

gym
gymnast
gyp
energy
gypsy
stingy
gypsum
Egypt

/j/ = g or j before e and i

gin
gist
ginger
giraffe
giant
engine
jigsaw
jingle
jive
jinx
jilt
jiffy
gent
gentle
germ
genuine
general
genius
jet
jeans
jelly
jerk
jersey
jewel

WATCH OUT FOR THESE WORDS!

garage
legend
gauge
magic
agent
agitate
college
refrigerator

Adv 8

SPELLING /j/

DIRECTIONS: Cover the words below with a card or a piece of paper. After the words have been dictated to you uncover and correct carefully.

1. danger ______________
2. age ______________
3. dodge ______________
4. job ______________
5. stage ______________
6. bandage ______________
7. jacket ______________
8. gym ______________
9. ledge ______________
10. large ______________
11. judge ______________
12. manage ______________
13. gin ______________
14. jigsaw ______________
15. garage ______________
16. jaw ______________
17. huge ______________
18. package ______________
19. engine ______________
20. general ______________
21. damage ______________
22. stingy ______________
23. jogging ______________
24. strange ______________
25. refrigerator______________
26. janitor ______________
27. orange ______________
28. charge ______________
29. baggage ______________
30. suggest ______________
31. budget ______________
32. germ ______________
33. college ______________
34. energy ______________
35. gentle ______________
36. bridge ______________
37. garbage ______________
38. jail ______________
39. arrange ______________
40. magic ______________
41. grudge ______________
42. joke ______________
43. courage ______________
44. hedge ______________
45. advantage ______________
46. bulge ______________
47. journey ______________
48. mileage ______________
49. fudge ______________
50. jeans ______________

Adv 9

SPELLING /k/ - DIFFERENT WAYS

DIRECTIONS: Box the letter or letters making the /k/ sound in the following words.

Example: ro$\boxed{\text{ck}}$et expe$\boxed{\text{c}}$t ca$\boxed{\text{k}}$e

1. break
2. brake
3. kicker
4. picture
5. check
6. cheque
7. electric
8. crow
9. kite
10. clean
11. keep
12. hawk
13. acne
14. exit
15. carrots
16. clock
17. picnic
18. attack
19. medical
20. accident
21. occur
22. hockey
23. quit
24. school
25. curtain
26. election
27. inquire
28. plastic
29. unlock
30. ketchup
31. puncture
32. doctor
33. scheme
34. account
35. accent
36. music
37. strict
38. kettle
39. second
40. chemistry
41. excuse
42. excite
43. thicket
44. conquer
45. quiz
46. exam
47. cricket
48. city
49. church
50. bicycle

© VCC

SPELLING /K/

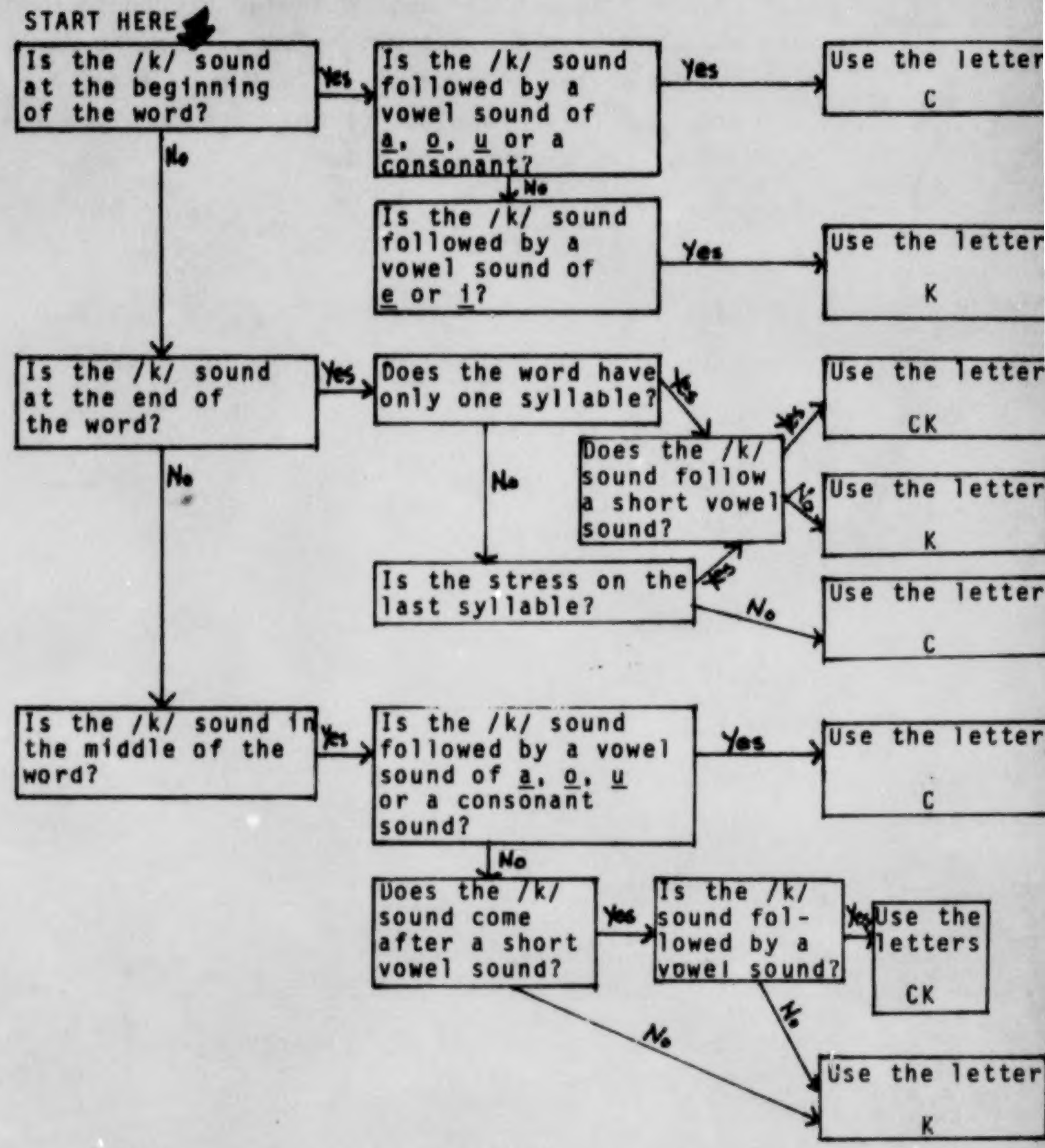
DIRECTIONS: As you discovered in the preceding exercise, there are a number of different ways of spelling the /k/ sound. The Logic Tree on the next page will help you learn the more common patterns for /k/. Make use of the tree to write the words indicated by the pronunciation keys.

1. (chek) ____________
2. (kām) ____________
3. (kis) ____________
4. (bak) ____________
5. (bāk) ____________
6. (krō) ____________
7. (kik) ____________
8. (kāk) ____________
9. (ə·tak′) ____________
10. (păr·tāk) ____________
11. (jėrk) ____________
12. (mū′·zik) ____________
13. (pik′·nik) ____________
14. (plas′·tik) ____________
15. (pic′·chər) ____________
16. (kōm) ____________
17. (pok′·ət) ____________
18. (rink′·əl) ____________
19. (wēk) ____________
20. (klok) ____________
21. (kāj) ____________
22. (kə·rekt′) ____________
23. (kē) ____________
24. (krik′·ət) ____________
25. (kŭk) ____________
26. (ak′·sent) ____________
27. (pak′·ij) ____________
28. (brāk·ij) ____________
29. (ket′·əl) ____________
30. (kat′·əl) ____________

©VCC

SPELLING /k/

LISTEN! Is the /k/ sound at the beginning, the end or in the middle of the word.


START HERE
Is the /k/ sound at the beginning of the word?
Yes
Is the /k/ sound followed by a vowel sound of a, o, u or a consonant?
Yes
Use the lette
C
No
Is the /k/ sound followed by a vowel sound of e or i?
Yes
Use the letter
K
No
Is the /k/ sound at the end of the word?
Yes
Does the word have only one syllable?
Yes
Does the /k/ sound follow a short vowel sound?
Yes
Use the letter
CK
No
Use the letter
K
No
Is the stress on the last syllable?
Yes
No
Use the letter
C
No
Is the /k/ sound in the middle of the word?
Yes
Is the /k/ sound followed by a vowel sound of a, o, u or a consonant sound?
Yes
Use the letter
C
No
Does the /k/ sound come after a short vowel sound?
Yes
Is the /k/ sound followed by a vowel sound?
Yes
Use the letters
CK
No
No
Use the letter
K

* There are approximately 30 words in your dictionary that start with 'ko'. These words have been borrowed from other languages and have not been replaced by an English word.

© VCC

SPELLING /k/

DIRECTIONS: Cover the words below with a card or a piece of paper. After the words have been dictated to you uncover and correct carefully.

1. check ____________
2. music ____________
3. kissing ____________
4. back ____________
5. baked ____________
6. crow ____________
7. electric ____________
8. crowd ____________
9. break ____________
10. broke ____________
11. brake ____________
12. picture ____________
13. kicker ____________
14. hawk ____________
15. pocket ____________
16. kettle ____________
17. comforts ____________
18. protect ____________
19. medical ____________
20. classify ____________
21. picnic ____________
22. second ____________
23. key ____________
24. carrots ____________
25. o'clock ____________
26. plastic ____________
27. necklace ____________
28. capital ____________
29. accept ____________
30. cooking ____________
31. factory ____________
32. convenient ____________
33. blanket ____________
34. kept ____________
35. country ____________
36. doctor ____________
37. fantastic ____________
38. sticker ____________
39. catcher ____________
40. ketchup ____________
41. carpet ____________
42. accidental ____________
43. package ____________
44. cousins ____________
45. kindness ____________
46. puncture ____________
47. wink ____________
48. curtain ____________
49. ticket ____________
50. weekend ____________

© VCC

UNUSUAL SPELLINGS OF /k/

/k/ = cc

acclaim
accord
occasion
accompany
accost
occult
accomplish
account
occupy
accomodate
accumulate
occupation
occur
accurate

/k/ = ch

character
chlorine
christen
school
psychic
archive
chemical
chloroform
Christmas
schedule
psychiatry
architect
chord
chlorophyll
chrome
scheme
psychology
archaeology
chorus
ache
chronic
scholar
chronical
schooner
archaic

/ks/ = x

axe
lax
relax
maximum
next
sex
box
fox
fix
fixture
mix
mixture
suffix
prefix
affix
crux
flux
luxury
excavate
exceed
excel
excellent
except
excerpt
excess
exchange
excite
exclaim
exclamation
exclude
excursion
excuse
execute
exercise
exhale
exodus
expand
expanse
expect

©VCC

SPELLING /ch/

/ch/ = ch

chap
chapter
champion
chain
chair
chalk
challenge
chamber
chance
change
channel
chant
chapel
char
charge
charm
chart
chase
chat
cheap
cheat
check
cheek
cheer
cheese
cherish
cherry
chess
chest
chew
chicken
chief
children
chill
chimney
china
chipmunk
chisel
chocolate
choice
choke
choose
chose
chop
chore
chowder
chubby
chuckle
chunk
church
churn

/ch/ = tch after a short vowel

batch
catcher
hatch
latch
match
patch
watch
Dutch
hutch
clutch
fetch
retch
itch
bitch
ditch
pitch
pitcher
stitch
witch
botch
notch
kitchen
switch

Exceptions: much, niche, rich, such, which

/ch/ = ch after long vowel sounds

reach
beach
teach
peach
each
breach
preach
bleach
approach
poach
brooch
cockroach
encroach
mooch
pooch
leech
screech
beech
ouch
crouch
pouch

©VCC

/ch/ = ch after a consonant at the end of a word

ranch
bench
wrench
inch
cinch
finch
pinch
winch
branch
clench
trench
bunch
hunch
lunch
munch
punch
crunch
arch
march
starch
search
birch
porch
torch
scorch
lurch
church
ostrich

/chur/ = ture

picture
sculpture
future
nature
puncture
agriculture
feature
adventure
fixture
caricature
mixture
lecture
miniature
denture
juncture
torture
rapture
fracture
capture
temperature
nurture
literature
departure
pasture
creature
furniture
manufacture
signature
structure

©VCC

Adv 16

SPELLING /ch/

DIRECTIONS: Cover the words below with a card or a piece of paper. After the words have been dictated to you uncover and correct carefully.

1. teacher ____________
2. chapter ____________
3. picture ____________
4. matches ____________
5. charge ____________
6. bench ____________
7. kitchen ____________
8. future ____________
9. lunch ____________
10. chance ____________
11. which ____________
12. mixture ____________
13. children ____________
14. approach ____________
15. church ____________
16. creature ____________
17. much ____________
18. march ____________
19. chicken ____________
20. inch ____________
21. clutch ____________
22. choose ____________
23. departure ____________
24. branch ____________
25. chair ____________
26. porch ____________
27. check ____________
28. watching ____________
29. temperature ____________
30. reach ____________
31. chew ____________
32. ditch ____________
33. chilly ____________
34. rich ____________
35. natural ____________
36. bunch ____________
37. cheap ____________
38. adventure ____________
39. chuckle ____________
40. channel ____________

©VCC

SPELLING /sh/

/sh/ = sh

shack
shade
shadow
shaft
shag
shake
shallow
shame

shampoo
shabby
shamrock
shapeless
share
shark
sharpshooter
shawl

shatter
she
shear
shed
sheepskin
sheer
sheet
shelf
shellfish

shift
shinbone
shingle
shipwreck
shirt
shiver
shock
shoestring

shoot
shoplifter
shore
shortage
should
shoulder
shovel
showoff

shower
shred
shrewd
shrill
shrink
shrub
shut
shy

/sh/ = sh

wish
fish
dish
wash

bush
push
hush
rush

brush
slush
blush
flush
bushel

ash
dash
lashes
rash

mash
gash
clash
flash

crash
splash
fresh
leash

also: lavish, admonish, relish, fetish

/sh/ = ci

special
social
facial
official
racial

crucial
commercial
beneficial
financial

spacious
atrocious
vicious
precious

delicious
gracious
luscious
appreciate

magician
politician
musician

physician
electrici
efficient

© VCC

/sh/ = ch

charade
chute
chiffon
chinook
chef
chamois
chauffeur
chandelier
chalet
Chicago
Charlotte
Chevrolet
mustache
machine
chaperone

*/shan/ = sion, tion, ssion

tension
pension
session
passion
mission
caution
nation
mention
addition
condition
ambition

* see suffix section

© VCC

SUFFIXES AND ROOT WORDS

Word	Root	Suffix
landing		
actor		
walked		
sickness		
lovely		
placement		
dangerous		
hopeful		
tallest		
singer		
construction		
greenish		
shoeless		
spoilage		
rings		
needy		

Suffixes Beginning with A vowel	Suffixes Beginning with A consonant

© VCC

COMMON SUFFIXES

A suffix is a letter or letters added to the end of a word to modify its meaning or function. To analyze words correctly for reading and spelling, it is important to be able to identify suffixes and root words.

Suffix	Meaning	Example
-able	able to, capable of	reasonable, washable
-age	act, state, home, amount of	breakage, marriage, orphanage, mileage
-al, ial	having to do with	musical, facial
-ance, ence	act, state of, something that	avoidance, dependence, importance, reference
-ary	place for, collection of, person or thing that	library, dictionary, boundary
-ate	having to do with, like	considerate
-ed	past action, with	smiled, long-legged
-er	person or thing connected with, more	farmer, slower
-ery	place where something is done or kept, group of	bakery, fishery, machinery
-est	the most	warmest, slowest
-ful	full of	hopeful, beautiful
-ic	like or of	artistic, tragic
-ing	the act of	running, thinking
-ion, tion	act, state, result of	addition, exhaustion, education
-ish	like, somewhat	boyish, feverish
-ist	person does, knows about, believes in	druggist, florist, nationalist
-less	without, unable to	homeless, countless
-ly	like in manner, nature, appearance	cheerfully, kingly
-ment	act, state, result of	enjoyment, amazement, pavement
-ness	state of being	loneliness, sickness
-or	person or thing that, act or state of	actor, error
-ous	full of	famous, nervous
-y	having, full of, like	icy, cloudy, sloppy

©VCC

SPELLING RULES FOR ADDING SUFFIXES

1. If a word ends in y preceded by a consonant, change the y to i before adding a suffix which begins with a letter other than i. e.g. happiness

2. When the y is preceded by a vowel, do not change the y to i.

   Exceptions: day - daily   lay - laid
   pay - paid   say - said

   shyness   slyness   dryness
   shyly   slyly   dryly

3. If a word ends in silent e, drop the silent e when adding a suffix beginning with a vowel.

4. Do not drop the silent e when adding a suffix beginning with a consonant.

5. In words ending in ce and ge do not drop the silent 3 before suffixes that begin with a and o (able, ous).

6. Words ending in ie (lie, tie) drop the e and change the i to y when adding ing.

7. Drop the silent e: true - truly, blue - bluish
   argue - argument, due - duly

8. In a one syllable word that ends in a single consonant preceded by a single vowel (usually a short vowel sound), double the final consonant before adding a suffix beginning with a vowel.

9. Do not double the final consonant if the suffix begins with a consonant.

10. Do not double a final x or a final w.

11. Do not double the final consonant in words that end in two consonants or a single consonant preceded by two vowels.

12. Rules 9, 10, and 11 apply to two or more syllable words.

13. If a word with more than one syllable ends in a single consonant preceded by a single vowel, double the final consonant only when the stress (accent) is on the final syllable.

14. Watch out for words that change the stress when a suffix is added. e.g. refer - reference

15. In words ending in hard C, to keep the C hard insert a k after the C when adding y or suffixes that begin with e or i.

16. If a word ends in y preceded by a consonant and you want to add s, change the y to i and add es.

© VCC

USING THE LOGIC TREE FOR ADDING SUFFIXES

1. The logic tree can help you make quick use of the many spelling rules about adding suffixes to English words.

2. You need know the meaning of the following terms as well as being familiar with the rules.

vowel - A vowel is a, e, i, o, or u. Sometimes y is a vowel when it makes a vowel sound.
consonant - A consonant is any letter which is not a vowel.
stress - The force given to the syllable in a word which is spoken loudest.
syllable - A division of a word which contains one vowel sound.
suffix - An ending added to a word.

3. Some common suffixes.

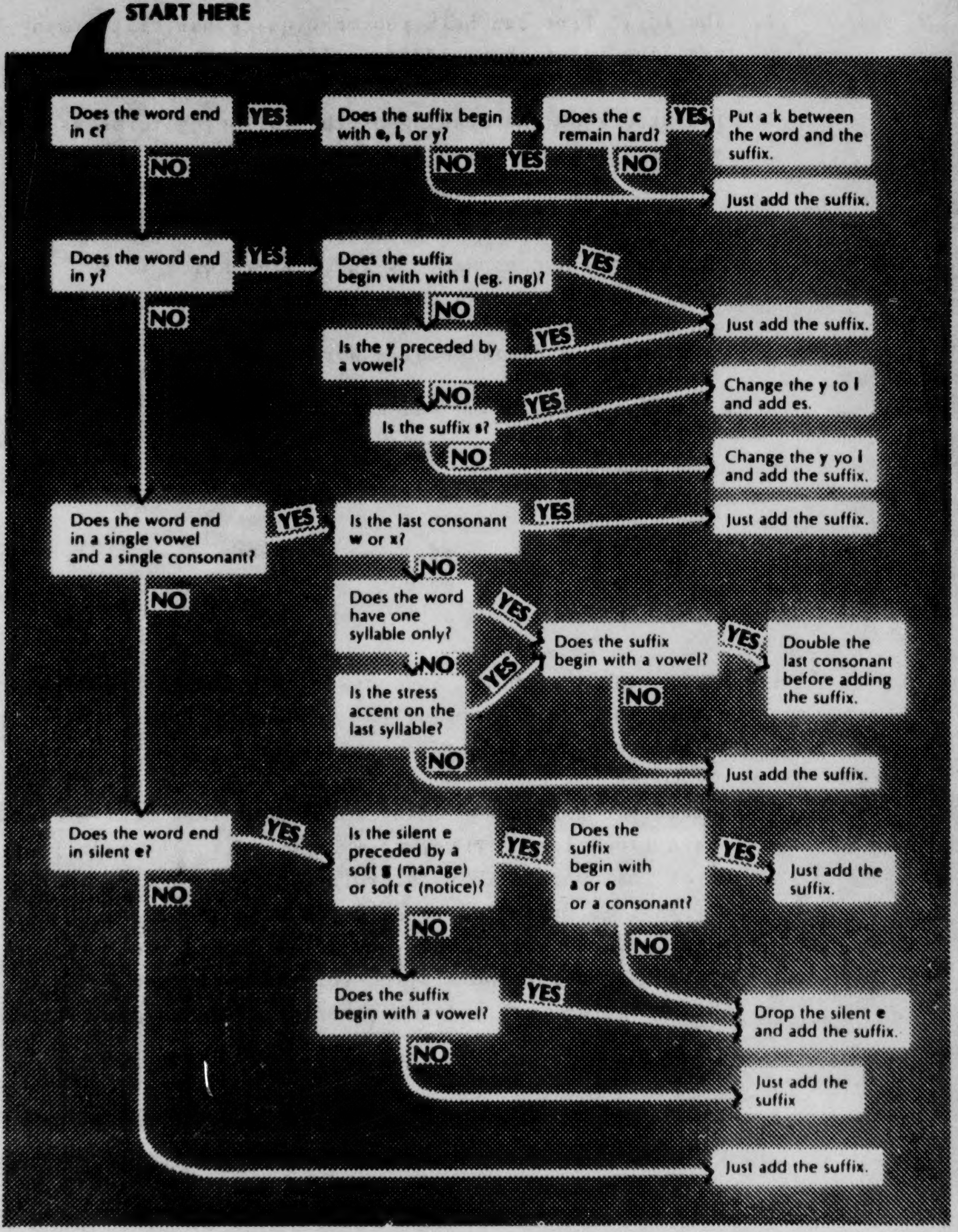
ing
er
est
en
or
ed
able
ous
ion
ence
ful
es
s
ly
ment
ness

4. Begin at "Start Here" and answer each question following either the "yes" arrow or the "no" arrow until you come to the rule for adding the suffix that you want to add.

5. Remember - English spelling rules sometimes have exceptions. These exceptions are very few compared to the number of words that work within the rules. The logic tree for adding suffixes is organized to help you find the rule you need quickly and easily. However, if in doubt, check in your dictionary under the listing for the root word.
Any irregular spellings when adding suffixes are listed there.

©VCC

A LOGIC TREE FOR ADDING SUFFIXES


START HERE
Does the word end in c?
YES
Does the suffix begin with e, i, or y?
YES
Does the c remain hard?
YES
Put a k between the word and the suffix.
NO
NO
Just add the suffix.
NO
Does the word end in y?
YES
Does the suffix begin with with i (eg. ing)?
YES
Just add the suffix.
NO
Is the y preceded by a vowel?
YES
NO
Is the suffix s?
YES
Change the y to i and add es.
NO
Change the y yo i and add the suffix.
NO
Does the word end in a single vowel and a single consonant?
YES
Is the last consonant w or x?
YES
Just add the suffix.
NO
Does the word have one syllable only?
YES
Does the suffix begin with a vowel?
YES
Double the last consonant before adding the suffix.
NO
Is the stress accent on the last syllable?
YES
NO
NO
Just add the suffix.
NO
Does the word end in silent e?
YES
Is the silent e preceded by a soft g (manage) or soft c (notice)?
YES
Does the suffix begin with a or o or a consonant?
YES
Just add the suffix.
NO
NO
Does the suffix begin with a vowel?
YES
Drop the silent e and add the suffix.
NO
Just add the suffix
NO
Just add the suffix.

Adv 24

SUFFIXES

DIRECTIONS: Add the suffixes indicated to the root words.
Refer to the Logic Tree if necessary:

root word	s or es	ed	ing
1. slow			
2. float			
3. hope			
4. pray			
5. hop			
6. dream			
7. room			
8. bet			
9. employ			
10. use			
11. look			
12. stun			
13. shout			
14. reach			
15. crawl			
16. carry			
17. row			
18. pick			
19. thaw			
20. slip			
21. recall			
22. move			
23. train			
24. jot			
25. walk			

©VCC

Adv 25

SUFFIXES

root word	er	ly	est	ness
1. coy				
2. happy				
3. sad				
4. cool				
5. brave				
6. kind				
7. light				
8. loud				
9. smooth				
10. deep				
11. soft				
12. cheap				
13. slow				
14. hungry				
15. shy				
16. nice				
17. hot				
18. late				
19. near				
20. thin				

root word	less	ful	ed	ing
1. care				
2. use				
3. rest				
4. power				
5. fear				
6. hope				
7. thank				
8. help				

© VCC

WORDS ENDING IN y

DIRECTIONS:

Add "ing". Rewrite the whole word.

1. carry ______
2. pry ______
3. destroy ______
4. buy ______
5. cry ______
6. enjoy ______
7. empty ______
8. scurry ______
9. study ______
10. obey ______
11. fry ______
12. play ______
13. fly ______
14. fray ______
15. stray ______
16. annoy ______
17. hurry ______
18. spy ______
19. spray ______
20. worry ______
21. marry ______

DIRECTIONS:

Add "ed". Rewrite the whole word.

1. destroy ______
2. cry ______
3. play ______
4. try ______
5. deny ______
6. supply ______
7. annoy ______
8. delay ______
9. pry ______
10. reply ______
11. replay ______
12. rely ______
13. relay ______
14. pity ______
15. study ______
16. fry ______
17. fray ______
18. hurry ______
19. marry ______
20. enjoy ______
21. pray ______

DIRECTIONS:

Add "er". Rewrite the whole word.

1. employ ______
2. dry ______
3. pray ______
4. carry ______
5. gay ______
6. buy ______
7. supply ______
8. empty ______
9. tidy ______
10. apply ______
11. worry ______
12. spry ______
13. funny ______
14. destroy ______
15. fly ______
16. spray ______
17. gray ______
18. play ______
19. happy ______
20. sunny ______
21. silly ______

©VCC

WORDS ENDING IN y

DIRECTIONS:

Add s or es.

1. pry ________________
2. pray ________________
3. city ________________
4. study ________________
5. ray ________________
6. boy ________________
7. multiply ________________
8. grocery ________________
9. key ________________
10. army ________________
11. hurry ________________
12. spy ________________
13. jockey ________________
14. reply ________________
15. replay ________________
16. lady ________________
17. monkey ________________
18. buy ________________
19. country ________________
20. delay ________________

DIRECTIONS:

Add the indicated sufix.

1. wearly + ly ________________
2. tasty + est ________________
3. obey + ed ________________
4. friendly + est ________________
5. sly + er ________________
6. coy + est ________________
7. carry + ing ________________
8. busy + ness ________________
9. likely + er ________________
10. steady + ly ________________
11. unmercy + ful ________________
12. imply + ing ________________
13. deny + al ________________
14. cry + ed ________________
15. dry + ly ________________
16. shy + ness ________
17. satisfy + ing ________
18. lonely + ness ________
19. fancy + er ________
20. betray + al ________
21. convey + ing ________
22. supply + ed ________
23. employ + ment ________
24. lively + est ________
25. play + er ________
26. gray + ness ________
27. easy + est ________
28. copy + ed ________
29. pay + ment ________
30. pray + ed ________

©VCC

WORDS ENDING IN A SILENT "E"

DIRECTIONS:

Review Suffix Rules 3, 4, 5, 6, 7 and then complete the following exercise.

1. escape + ing __________
2. include + ed __________
3. encourage + ment __________
4. courage + ous __________
5. waste + ful __________
6. dance + er __________
7. ignore + ance __________
8. substitute + ion __________
9. debate + able __________
10. resource + ful __________
11. refrigerate + or __________
12. care + less __________
13. use + able __________
14. devote + ee __________
15. ice + ing __________
16. suppose + ed + ly __________
17. reduce + ing __________
18. sincere + ly __________
19. lie + ing __________
20. trace + able __________
21. complete + ly __________
22. continue + ing __________
23. amuse + ment __________
24. advantage + ous __________

DIRECTIONS:

Put in the e where it should be.

1. valu____able gem
2. bank stat___ment
3. notic___able difference
4. logical argu___ment
5. dy___ing her hair
6. yours tru___ly
7. arrang___ment of flowers
8. bad judg___ment
9. chocolate ic___ing
10. admir___able qualities
11. outrag___ous story
12. extrem___ly nois___Y

© VCC

WORDS ENDING IN A CONSONANT

DIRECTIONS: Add the suffix to the word, making any changes necessary.

Example: hot + er = hotter
hot + ly = hotly

1. bag + y = ____________
2. tent + ing = ____________
3. rain + ed = ____________
4. blow + er = ____________
5. pin + ing = ____________
6. web + ed = ____________
7. trail + er = ____________
8. damp + ly = ____________
9. trust + ing = ____________
10. sleep + ly = ____________
11. ship + ment = ____________
12. shell + ing = ____________
13. mop + ed = ____________
14. queer + ly = ____________
15. pinch + es = ____________
16. band + s = ____________
17. elbow + ed = ____________
18. cup + ing = ____________
19. six + th = ____________
20. real + ly = ____________
21. short + er = ____________
22. flat + est = ____________
23. check + ed = ____________
24. oil + ly = ____________
25. near + ly = ____________
26. sand + ly = ____________
27. be + ing = ____________
28. green + est = ____________
29. follow + er = ____________
30. test + ed = ____________
31. map + ing = ____________
32. free + ly = ____________
33. jump + y = ____________
34. great + est = ____________
35. form + er = ____________
36. join + ing = ____________
37. help + ful = ____________
38. broil + er = ____________
39. slow + ly = ____________
40. fear + ful = ____________

© VCC

STRESS AND DOUBLING

Adv 3D

DIRECTIONS: Say each of the following words and indicate which is the stressed syllable.

A. 1. forget first [✓ second]
2. prefer f s
3. commit f s
4. patrol f s
5. twenty f s
6. recent f s
7. action f s
8. confess f s
9. program f s
10. rebel f s
11. begin f s
12. answer f s
13. refer f s
14. reference f s
15. order f s
16. elect f s
17. identify f s
18. communicative f s
19. dictionary f s
20. musical f s

DIRECTIONS: Say and note the stressed syllable

B. 1. confer f s
2. conferred f s
3. conferring f s
4. conference f s

Draw a conclusion. All words stressed the ______________ syllable except the word ______________

5. refer f s
6. referring f s
7. referred f s
8. reference f s

Draw a conclusion. The stress is on the ______________ syllable except in the word ______________________

9. prefer f s
10. preferred f s
11. preferring f s
12. preference f s

Draw a conclusion about the stressed syllable. ____________

____

DIRECTIONS: Look at the words in numbers 1 - 12. After careful study can you draw a conclusion about the stress and doubling the final consonant?

Try here ____

____

____

© VCC

WORDS THAT END IN A CONSONANT

DIRECTIONS: Add the suffixes indicated. Remember to take stress into account.

1. drug + ist __________
2. act + ion __________
3. hot + ness __________
4. order + ing __________
5. control + able __________
6. ship + ment __________
7. commit + ment __________
8. confer + ed __________
9. confer + ence __________
10. allot + ing __________
11. seat + ed __________
12. defeat + ed __________
13. govern + ment __________
14. avail + able __________
15. regret + able __________
16. differ + ent __________
17. express + ion __________
18. rob + er + y __________
19. wit + ness __________
20. commit + ee __________
21. goal + ee __________
22. success + ful __________
23. offer + ing __________
24. predict + able __________
25. uncontrol + able __________
26. prevent + ed __________
27. profess + or __________

© VCC

WORDS THAT END IN "C"

Remember: The letters e, i, y, make the letter "C" soft.

Example: electric ---- electricity

c = /k/ c = /s/

DIRECTIONS: To keep "C" hard, insert K before adding suffixes that begin with e, i, or y.

Example: picnic ---- picnicking
topic ---- topical

basic + ally ____________
frolic + ing ____________
panic + y ____________
physic + al ____________
shellac + ed ____________
energetic + ally ____________
critic + ise ____________
traffic + ing ____________
music + al ____________
mimic + ed ____________
mathematic + s ____________

drastic + ally ____________
picnic + er ____________
plastic + ity ____________
logic + al ____________
medic + ine ____________
politic + ing ____________
physic + ian ____________
public + ize ____________
comic + al ____________
magic + ian ____________
panic + ed ____________

© VCC

SUFFIXES THAT SOUND /shən/

/shən/ = ion, sion, tion, ssion

Can you discover patterns and make general rules for adding the suffixes above to the words below.

1. If a word ends in ct, add ______________ .

    1. act action
    2. actract attraction
    3. collect ______________
    4. correct ______________
    5. construct ______________
    6. contract ______________
    7. convict ______________
    8. direct ______________
    9. distinct ______________
    10. distract ______________
    11. elect ______________
    12. erect ______________
    13. evict ______________
    14. inspect ______________
    15. predict ______________
    16. defect ______________
    17. reflect ______________
    18. restrict ______________
    19. react ______________

2. If a word ends in te, drop the ________ and ____________ .

    1. inflate ______________
    2. calculate ______________
    3. operate ______________
    4. fascinate ______________
    5. irritate ______________
    6. punctuate ______________
    7. congratulate ______________
    8. situate ______________
    9. locate ______________
    10. relate ______________
    11. vibrate ______________
    12. estimate ______________
    13. investigate ______________
    14. create ______________
    15. ignite ______________
    16. pollute ______________
    17. distribute ______________
    18. substitute ______________
    19. institute ______________
    20. constitute ______________
    21. promote ______________
    22. devote ______________
    23. complete ______________
    24. separate ______________

© VCC

Suffixes that Sound /shən/, cont.

3. If a word ends in ss, ______________.

1. depress ______________
2. discuss ______________
3. recess ______________
4. confess ______________
5. express ______________
6. repress ______________
7. process ______________
8. profess ______________
9. oppress ______________
10. success ______________

4. If a word ends in mit, ______________.

1. admit ______________
2. commit ______________
3. permit ______________
4. submit ______________
5. omit ______________
6. transit ______________
7. intermit ______________

5. If a word ends in de, ______________.

1. divide ______________
2. provide ______________
3. collide ______________
4. decide ______________
5. explode ______________
6. conclude ______________
7. include ______________
8. intrude ______________
9. invade ______________
10. seclude ______________
11. delude ______________
12. erode ______________

Other Patterns:

pose position
compose ______________
propose ______________
suppose ______________

solve solution
resolve ______________
evolve ______________
revolve ______________

subscribe subscription
inscribe ______________
prescribe ______________

reduce reduction
produce ______________
deduce ______________
induce ______________

observe observation
preserve ______________
conserve ______________

Notice that each root word can be used as a verb. What part of speech do we make by adding (shən) suffixes?

© VCC

Adv 35

SUFFIXES

DIRECTIONS: Add the indicated suffix.

1. love + able ____________
2. ship + ed ____________
3. open + ing ____________
4. account + ant ____________
5. arrange + ment ____________
6. cat + y ____________
7. equip + ed ____________
8. occur + ence ____________
9. direct + ly ____________
10. accent + ing ____________
11. prefer + ed ____________
12. visit + or ____________
13. delay + ing ____________
14. permit + able ____________
15. zipper + ed ____________
16. manage + ment ____________
17. entertain + er ____________
18. lone + ly ____________
19. transfer + ing ____________
20. avoid + ance ____________
21. assort + ed ____________
22. confer + ing ____________
23. drug + ist ____________
24. control + er ____________
25. confer + ence ____________
26. electric + al ____________
27. electric + ian ____________
28. true + ly ____________
29. mud + y ____________
30. change + ing ____________
31. fever + ish ____________
32. employer + er ____________
33. replace + able ____________
34. remark + ed ____________
35. wet + ness ____________
36. wish + ful ____________
37. simple + est ____________
38. care + less ____________
39. bag + age ____________
40. difficult + y ____________
41. love + able ____________
42. defend + ant ____________
43. betray + al ____________
44. slip + s ____________
45. library + an ____________
46. panic + ed ____________
47. perfect + ion ____________
48. legislate + or ____________
49. happy + ly ____________
50. politic + ian ____________

© VCC

Adv 36

SUFFIXES

DIRECTIONS: Add the suffix to the word. Refer to the Logic Tree when necessary.

cry + ed __________

hop + ing __________

fix + ed __________

occur + ence __________

control + ed __________

dance + er __________

reveal + ing __________

profit + able __________

forget + ing __________

hope + ing __________

hope + ful __________

rag + ed __________

rage + ed __________

fame + ous __________

merry + ly __________

library + an __________

outwit + ed __________

care + ful __________

notice + able __________

admit + ance __________

sincere + ly __________

come + ing __________

land + ed __________

busy + ly __________

spot + ed __________

place + ment __________

notice + ing __________

struggle + ing __________

pity + ful __________

ready + ing __________

share + ing __________

shop + er __________

study + ing __________

emerge + ing __________

take + ing __________

happy + ness __________

sorry + er __________

lonely + est __________

empty + ness __________

swim + ing __________

stop + ed __________

use + ing __________

monkey + s __________

music + al __________

picnic + ing __________

lady + s __________

danger + ous __________

frolic + ing __________

kidnap + ing __________

tasty + est __________

quit + er __________

sun + y __________

© VCC

COMMON PREFIXES

A prefix is a syllable or word put at the beginning of a word to change its meaning.

PREFIX	MEANING	EXAMPLES
a-	not	amoral
ab-	away or from	abnormal, abduct
ad-	to	adhere, adjust
anti-	against	antiaircraft
auto-	self	automobile
be-	by	because, below,between
com-, con-	with, together	compare, compress, concoct
de-	from,away, down	depart, defrost, depress
dis-	not, opposite of	dishonest, distrust
en-	in	enjoy, encourage, enlist
ex-	out of, from, former	export, exchange, ex-member
for-, fore-	in front of, before	forward, forewarn
in-	into, on	inhale, indebted
in-, il-, im-, ir-	not, oppoiste of	inaccurately, illegal improper, irregular
mis-	wrong	misuse, mistake
pre-	before	prepaid, preschool
pro-	in front of, for	project, propose pro-British
re-	back, again	replace, refill, renew
sub-	under	submarine, subconscious
un-	not, opposite of	unsafe, untie

© VCC

Adv 38

COMMON PREFIXES AND SUFFIXES

DIRECTIONS: Fill in the chart.

	Root Words	Prefixes	Suffixes
1. disagreeable	agree	dis	able
2. unfriendly			
3. employment			
4. disconnected			
5. semifurnished			
6. irreplaceable			
7. disorderly			
8. impassable			
9. preheated			
10. transatlantic			
11. unexpectedly			
12. uncles			
13. peaceful			
14. leadership			
15. misspell			
16. foreground			
17. enlarge			
18. disappointing			
19. depression			
20. repayment			
21. mistaken			
22. enlistment			
23. defroster			
24. unrelated			
25. misleading			

© VCC

PREFIXES

Re = back
again

re + run = rerun = run again

DIRECTIONS: Add "re" and use the new word in a sentence.

1. write ____________
2. place ____________
3. spell ____________
4. fill ____________
5. take ____________
6. tread ____________
7. turn ____________
8. tell ____________
9. view ____________
10. new ____________
11. read ____________
12. join ____________
13. fund ____________
14. birth ____________
15. do ____________
16. call ____________
17. wire ____________
18. union ____________
19. strain ____________
20. print ____________
21. play ____________
22. possess ____________
23. print ____________
24. pay ____________
25. organize ____________
26. paint ____________
27. mind ____________
28. gain ____________
29. form ____________
30. arrange ____________

© VCC

PREFIXES

IN
= not
IM

in + correct = incorrect = not correct
im + possible = impossible = not possible

DIRECTIONS:

Add "in" or "im" to make a word of opposite meaning (antonym). Check with your dictionary if you are uncertain.

1. complete ________________
2. direct ________________
3. patient ________________
4. polite ________________
5. pure ________________
6. visible ________________
7. correct ________________
8. balance ________________
9. consistent ________________
10. accurate ________________
11. decent ________________
12. efficient ________________
13. proper ________________
14. secure ________________
15. mortal ________________
16. active ________________
17. appropriate ________________
18. precise ________________
19. probable ________________
20. sane ________________
21. coherent ________________
22. competent ________________
23. possible ________________
24. adequate ________________
25. definite ________________
26. different ________________
27. human ________________
28. sufficient ________________
29. practical ________________
30. correct ________________

©VCC

SPELLING DEMONS

The following words are often misspelled because of similarity of pronunciation or confusion in meaning and usage.

1. quiet, quite
2. passed, past
3. then, than
4. whose, who's
5. accept, except
6. their, there, they're
7. too, to, two
8. loose, lose, loss
9. lead, led
10. its, it's
11. desert, dessert
12. affect, effect
13. site, sight,
14. conscience, conscious
15. weather, whether
16. breath, breathe
17. moral, morale
18. angel, angle
19. cloths, clothes
20. allusion, illusion
21. emigrant, immigrant
22. principal, principle
23. raise, rise
24. stationary, stationery
25. coarse, course
26. council, counsel
27. precede, proceed
28. forth, fourth
29. advice, advise
30. assent, ascent, ascend
31. dissent, descent, descend
32. beliefs, believes
33. certain, curtain
34. whole, hole
35. practice, practise
36. altar, alter
37. where, were, we're
38. you're, your
39. know, no, now

©VCC

PARTS OF SPEECH

In a SENTENCE, you say something about someone
or
something

Example:	The gardener	works in the garden.
	what/who you talk about SUBJECT	what you say about him/her/it or them PREDICATE

Most of what you say can be separated into SUBJECT and PREDICATE. If your sentence is clear and complete, it is easy to see who or what you talk about and what you say about him/her/it/them.

THINK of the PARTS of SPEECH in the same way:

SUBJECT	PREDICATE
NOUN - name of person, thing feeling, idea. EXAMPLE: gardener	VERB - often an action word EXAMPLE: works
ADJECTIVE - describes the noun, tells you what kind of. EXAMPLE: the old gardener	ADVERB - describes the verb, tells you how. EXAMPLE: works carefully
PRONOUN - stands instead of the noun. EXAMPLE: instead of The old gardener	works carefully.
You can say: ________ He	works carefully.

© VCC

NOUN SUFFIXES

Nouns are often formed by adding an ending to or changing the end of a word that belongs to the verb class. Use one of these suffixes to form a noun from the verb shown.

eg. amuse amusement; perform performance

(er ment ion sion tion ant or ance ence.)

act 1. Robert Redford is a famous ________________.

announce 2. The radio ________________ read the news report.

educate 3. He received his ________________ in England.

allow 4. The little boy asked for a raise in his ________________.

state 5. He gave a ________________ to the police.

carry 6. The ________________ on his bicycle is broken.

differ 7. It doesn't make any ________________ to me.

abbreviate 8. What does the ________________ R.S.V.P. mean?

enter 9. The ________________ to his driveway was blocked.

agree 10. They reached an ________________.

connect 11. He claims to have ________________ in high places.

judge 12. Chris showed good ________________ when she stopped smoking.

refer 13. The man had excellent ________________ from his

employ other ________________.

collide 14. There was a five car ________________ on Highway 103.

elevate 15. Take the ________________ to the tenth floor.

produce 16. Malaysia's main industry is the ________________ of rubber.

assist 17. The president's ________________ spoke to the newsmen.

©VCC

Noun Suffixes, cont.

arrange 18. Do you like flower ______________?

receive 19. There will be a ______________ after the wedding.

describe 20. Can you give a ______________ of the thief?

decide 21. What is your ______________?

announce 22. The young couple's ______________ was greeted

amaze with ______________.

prefer 23. My ______________ is for chocolate rather than

vanilla.

defend 24. The judge spoke to the ______________.

explain 25. He gave no ______________ for his unusual

behave ______________.

separate 26. His parent's ______________ didn't bother him at all.

manage 27. The ______________ of the store decided to have

a sale.

examine 28. To get your driver's license you must pass an

______________.

improve 29. They noticed a large ______________ in his

appear ______________.

imagine 30. Walt Disney had a marvelous ______________.

confer 31. The people at the ______________ discussed ways of

pollute preventing ______________.

employ 32. Un ______________ figures are up this year.

permit 33. She asked for ______________ to explore the palace.

invest 34. That was a poor ______________ of time and energy.

direct 35. Read the ______________ carefully.

decorate 36. An interior ______________ designed their living room.

PLURALS - RULES

1. Add s to singular:

magazines lamps dials

2. Add ES to x, ch, sh, ss, z:

glass - glasses ranch - ranches buzz - buzzes
witch - witches box - boxes

3. Letters and numbers take 's:

t's 5's 1930's

4. Vowel + y = Add S:

days alleys valleys

5. Consonant + Y = Change Y to I + ES:

fly - flies ally - allies city - cities
But Marys Nancys

6. Vowel + O = Add S:

patios radios rodeos

7. Consonant + O = Add ES:

cargoes heroes echoes

Exceptions:

altos
autos
bronchos
Eskimos
kimonos
Filipinos
pianos
silos
solos
sombreros
sopranos
stilettos
tobaccos
torsos
cellos

©VCC

Adv 46

PLURALS

DIRECTIONS: Make these words plural:

newspaper ____________
studio ____________
monkey ____________
ally ____________
Lucy ____________
cello ____________
waltz ____________
echo ____________
tray ____________
piano ____________
sombrero ____________
tragedy ____________
attorney ____________
glass ____________
fly ____________
liberty ____________
torpedo ____________
alto ____________
oratorio ____________
hero ____________
Tuesday ____________
Eskimo ____________
comedy ____________
journey ____________
brother-in-law ____________

woman ____________
calf ____________
sheaf ____________
chef ____________
madame ____________
knife ____________
box ____________
axis ____________
belief ____________
alga ____________
hypothesis ____________
radius ____________
focus ____________
vice-president ____________
looker-on ____________
syllabus ____________
series ____________
stepson ____________
thesis ____________
trousseau ____________
cupful ____________
filler-in ____________
bucketful ____________
deer ____________

© VCC

PRONOUNS

DIRECTIONS:

Underline the correct pronouns:

1. (He, Him) left it for (I, me).
2. He left it for John and (I, me).
3. It was (I, me).
4. The Martian gave the pill to my friend and (I, me).
5. The Martian gave (I, me) the pill.
6. He does it better than (I, me).
7. (Who, Whom) did he want?
8. (Who, Whom) wanted him?
9. The teacher chose Jennifer and (I, me).
10. (Who, Whom) will do it?
11. It will be done by (who, whom)?
12. (He, Him) will do it along with Sally and (she, her).
13. He speaks better than (I, me). However, soon I will speak better than (he, him).
14. (Who, Whom) is running for Parliament? It is (he, him).
15. I like Johnny and (she, her).
16. (We, Us) students gathered for dinner.
17. The administration did it for (we, us) students.
18. That was the man (who, whom) gave us the tickets.
19. That was the man (who, whom) (we, us) hated.
20. Was it (she, her)?
21. No, it was (I, me). She was looking for (we, us) boys.
22. That stunt fascinated the mechanic and (I, me). (We, Us) spectators couldn't believe it.
23. Can you do it faster than (I, me)?

© VCC

VERB TENSE

TENSE is the change in the form of verbs to show a change in time.

DIRECTIONS: Use these verbs in sentences:

1. drives
2. is
3. eat
4. is running
5. have walked
6. do
7. are writing
8. am drinking
9. reads
10. are
11. speak
12. are listening
13. has arrived
14. have visited
15. have finished

1. returned
2. was coming
3. ate
4. were cleaning
5. planned
6. broke
7. was
8. kept
9. lived
10. had eaten
11. was sleeping
12. did
13. had begun
14. had had
15. had finished

1. will walk
2. will swim
3. will see
4. will be
5. will learn
6. will work
7. will need
8. will do
9. will take
10. will be going
11. will have gone
12. will have been
13. will build
14. will be living
15. will have finished

©VCC

VERB TENSES

Examples of tense as related to time:

Pres.	They teach English in school. (habit, usual)
Pres-ing	They are teaching English right now.
Pres Perf	They have taught English for many years.
Pres Perf ing	They have been teaching English for many years.
Past	They taught English last year.
Past-ing	They were teaching English when I started school.
Past Perf	They had taught English for many years when I started school.
Past Perf ing	They had been teaching English for many years when I started school.
Fut	They will teach English next year.
Fut-ing	They will be teaching English next year.
Fut Perf	They will have taught English for three years by next September.
Fut Perf ing	They will have been teaching English for three years by next September.

REMEMBER: "ing" means - Use form of Be + Verb + ing
Some action is, was or will be happening.

"have" means - Use form of Have + Past Participle of Verb
Some action has been or will be completed.

"will" means - Future time - tomorrow.

©VCC

VERB EXERCISE

DIRECTIONS: Using the idea and time sense given, write sentences in the correct tenses.

A. I______________ visit my grandparents.

i.e. I visit my grandparents every Friday.

1. every three weeks
2. a while ago
3. next month
4. twice so far this year
5. when I received your card
6. right now
7. the day after tomorrow

B. Mr. Smith ______________conduct a meeting.

i.e. Mr. Smith will conduct a meeting tomorrow.

1. every month
2. every week from now on
3. this morning
4. three times so far this month
5. when I telephoned him
6. right now
7. a few days ago
8. whenever he thinks it is necessary

C. My brother ______________works in a factory.

i.e. My brother works in a factory for a living.

1. last year
2. right now
3. after he graduates from school
4. since he left school
5. for ten years
6. before he decided to become a doctor.
7. exactly ten years by this time next year

D. The boys ______________ practice English.

i.e. The boys are practicing English now.

1. when I saw them
2. frequently
3. for several years
4. when they were in Toronto
5. since they began taking lessons
6. every day from now on
7. at club meetings last year

©VCC

THE PRESENT PERFECT TENSE

have + past participle

This tense is usually used to describe some past action which is connected in some way with the present. In any present perfect tense sentence, we are interested in the results of the action at the present moment rather than in the time of the action. The simple past tense places more emphasis upon the time when the action took place.

Example: 1. I have read the book. They have moved to Prince George
(Describes an action that happened at an indefinite time in the past.)

2. I have visited the zoo often. He has studied the lesson over and over.
(Describes an indefinite action which was repeated several times in the past).

DIRECTIONS: Fill in the blank with either the past tense or the present perfect tense, whichever is correct.

1. I __________(visit) Winnipeg many times. My sister__________(go) there last week.
2. Jack__________(read) that book several times. I first __________(read) it while I was on vacation last summer.
3. He__________(be) to Toronto many times.
4. Betty__________(fall) as she was crossing the street.
5. I__________(see) Mary a few days ago. I__________(see) her twice this week.
6. They__________(try) that restaurant again and again but I do not like the food there.
7. He__________(start) to study English last winter.
8. She says that she__________(lose) her purse.
9. When the bell rang, John__________(jump) from his seat and __________(run) from the room.
10. I hear that you__________(give) up the idea of buying a house.
11. We__________(learn) many new words in this course.
12. The day before yesterday we__________(have) a bad storm.

©VCC

PRESENT PERFECT TENSE

DIRECTIONS: Fill in the blank with the present perfect tense of the verb given.

buy 1. The servant__________the groceries.

wake 2. It is seven o'clock, and Tom and his brother __________just__________up.

spell 3. Jane has written two words on the blackboard but she __________the second word wrong.

eat 4. They__________their dinner and their plates are empty.

steal 5. The thief__________the woman's purse and he is running away.

lock 6. The man__________the door, and he is putting the key in his pocket.

live 7. Henry's uncle went to Canada when he was twenty years old, and he__________there for thirty years.

be 8. The old woman__________ill for six months, and she is still in the hospital.

wait 9. We__________ten minutes for a bus, and we are still waiting at the bus-stop.

teach 10. Mr. Brown__________English for many years, and is still teaching a few classes a week.

see 11. I__________not__________my friend for a week, but I will see him tomorrow.

rain 12. It__________not__________for two days.

©VCC

THE PAST PERFECT TENSE

The past perfect tense indicates an action completed before another past action or before a stated time.

Example: a) She returned after she had finished her shopping.

(Both actions occurred in the past. First the shopping was finished and then she returned.)

b) By nine o'clock he had eaten breakfast and gone to work.

DIRECTIONS: Expand these past perfect clauses into proper sentences:

1. I had finished my job early
2. He had eaten a lot at the party
3. They had begun to do their homework
4. I had planned a weekend trip
5. She had begun to walk home
6. We had selected a chicken for dinner

DIRECTIONS: Write sentences using the past perfect tense of the following verbs:

Example: the telephone company (disconnect) - I tried to call him, but the telephone company had disconnected his line.

1. John and Marsha (see)
2. Mr. Clark (clean)
3. the dog (perform)
4. Sally (chose)
5. We (miss)

©VCC

SUBJECT VERB AGREEMENT

DIRECTIONS:

The verb of a sentence must agree with its subject in number. ie. If the subject is plural the verb must be plural, if the subject is singular the verb must be singular.

For Example: He is fat. They are fat. John has the flu. They have the flu. Mary was there. Mary and Joan were there.

A. Collective Nouns - A noun that names a group of persons or things is called a collective noun.

For Example:

team
crowd
committee
herd
class
public
jury
crew
group
staff
mob
school

A collective noun is usually considered to be singular in number.

The team was late in arriving.

The class has become bored with collective nouns.

The jury was out.

However, a plural verb may be used when the writer is referring to the individual members of the group:

The jury were throwing things at each other. (Do you see how the members of the jury are acting as individuals here, not as one group, as above.)

B. Nouns such as news, mathematics, measles, mumps, economics, and civics take singular verbs.

The news has been alarming.

Economics is an interesting subject.

C. A subject naming a sum of money takes a singular verb.

Here is fifty cents. Don't spend it all in one place.

"Fifteen dollars is a lot for a hamburger," he complained.

© VCC

Subject Verb Agreement, cont.

D. Anyone, everyone, no one, someone, anybody, everybody, nobody, somebody, and subjects containing the words - each, every, either, neither, any, one, and none usually take singular verbs.

Is everybody here?

Nobody from the team is there.

Either girl has an equal chance.

Someone has it.

Is somebody coming?

Each and every boy is able to win.

E. When you have two subjects joined by or, or neither....nor, they take a singular verb.

Jim or Mike has the prize.

Mike or Bob is going to wi

© VCC

ADJECTIVES AND ADVERBS

DIRECTIONS: Mark ONLY the adjectives and adverbs.

1. A huge golden moon rose slowly in the sky.
2. Two large boulders rolled down the hill.
3. The sleek car screeched rapidly to a stop.
4. She wore a black, stylish dress.
5. We saw him on that cold wet night.
6. The furry, gray kitten purred softly.
7. The red, white and blue flag flapped noisily in the wind.
8. Vancouver is a large, beautiful city.
9. The athletic boys swam in the long pool.
10. The dirty, dusty desk was in the new classroom.

PARTS OF SPEECH

DIRECTIONS: Identify each word in the sentence: noun, verb, adverb, adjective, structure word.

1. The noisy city emerged suddenly from the smog.
2. The beautiful girl never arrived.
3. Slowly the golden lion awoke.
4. We are working happily.
5. Mother sleeps soundly.
6. Birds migrate south.
7. The soft white rabbit hopped down the path.
8. Unfortunately the interesting work is finished.
9. A long, informative letter arrived unexpectedly.
10. The thick white fog gradually lifted.

© VCC

ADVERBS

DIRECTIONS: Find the Adverbs

1. He ran quickly.
2. He spoke gently.
3. The car drove quietly up the steep hill.
4. The wind blew ferociously.
5. The tree was extremely tall.
6. She ran very fast.
7. I will do it later.
8. Put it there.
9. Sam cooked a very delicious dinner.
10. The man snorted very rudely.
11. The woman identified him quite quickly.
12. The perfectly happy woman went there.
13. I'll come later, if Pat will come too.
14. The ship bounced dangerously.
15. The dinner finally ended.

© VCC

ADVERBS AND ADJECTIVES

DIRECTIONS: CIRCLE THE CORRECT WORD:

1. He did it (good, well).

2. She swam (smooth, smoothly).

3. He spoke (real loud, loudly).

4. Mary ran (quick, quickly).

5. John slept (real sound, soundly).

6. Sam sang (good, well).

7. The lawnmower runs (bad, badly).

8. Jack coughed (real painful, very painfully).

9. The wind blew (real noisy, noisily).

10. She waited (impatient, impatiently).

11. The (impatient, impatiently) woman waited (angry, angrily).

12. The (angry, angrily) man stomped out.

13. The sun shone (real bright, brightly).

14. She laughed (very cheerfully, cheerfully).

15. They studied (real serious, very seriously).

© VCC

NO NO'S

DIRECTIONS: Put a check (✓) beside the answers that are grammatically correct. Remember: Double negatives are a NO-NO.

How much coffee did Mary have?

1. She didn't have none.
2. She had none.
3. She didn't have any.

Where is John going?

1. He is going nowhere.
2. He is not going nowhere.
3. He is going somewhere.

What do you want?

1. I don't want nothing.
2. I want nothing.
3. I don't want anything.

How much money did he spend?

1. He didn't spend anything.
2. He didn't spend nothing.
3. He spent nothing.

How many people did Sue see?

1. She saw nobody.
2. She didn't see nobody.
3. She didn't see anybody.

How many gifts did Sue give?

1. She didn't give any.
2. She gave none.
3. She didn't want none.

© VCC

PUNCTUATION MARKS

.   The period is used to separate statement sentences.

eg. *The man kicked the dog. The dog bit the man.*

?   The question mark follows a question.

eg. *Did the man kick the dog?*

!   The exclamation mark follows shouts, pleadings and orders (all very forceful statements).

eg. *Don't kick the dog! Don't do that! Go!*

These three punctuation marks (. ? !) are always followed by a capital letter in the next sentence.

Other punctuation marks can separate statements.

;   The semi-colon can be used to separate statements that are related to each other.

The man kicked the dog; the dog bit him.

:   The colon is used to separate statements when one key element in the first statement must be identified in the second.

There was only one thing she had asked for at Christmas: she wanted a pair of leather gloves.

comma + joining word

A dog is an animal, but a carrot is a plant.

Other joining words (called conjunctions) are *and*, *or*, and *because*.

©VCC

THE COMMA

DIRECTIONS: Read over comma rules 1 and 2 and then put in commas where they are needed in the following sentences.

1. John Jones the mechanic repaired our car.
2. He was of course late again.
3. Pierre Trudeau the Prime Minister of Canada visited the United States in January.
4. By the way do you remember John's address?
5. Well I think it's time to go home.
6. Mary will you please call your little brother.
7. Susan Smith Peter's cousin is visiting him today.
8. I think Laurie that you are wrong.
9. The most popular summer sports I'm sure are swimming tennis boati and hiking.
10. No I won't be able to come Jane.
11. Johnny Carson many people believe is the funniest comedian alive.
12. Did you understand Pat that commas are used to separate words in a series to set off words that rename the noun and to set off unecessary words from the rest of the sentence?

DIRECTIONS: Read over comma rules 3 and 4 and then put in commas where needed in these sentences.

1. After our guests had all come back to the living-room we had a sing-song.
2. Most people remember Babe Ruth as a home-run hitter but he first became known through his outstanding pitching ability.
3. Because the weather became blustery and cold we decided against going on a picnic.
4. As the policeman approached he caught a glimpse of a man running down the alley.
5. In the summer time seems to go by quickly.
6. He had to give up his painting or his children would starve.
7. As soon as the storm broke the roof began to leak.
8. By running the whole six blocks Jerry managed to get to the schoo door just as the bell rang.

© VCC

COMMAS

DIRECTIONS: Put commas where needed:

1. After we got back from the beach we went to a show and walked around.

2. Jim Ellis the swimming coach at Riley Park gave a lecture. However, not many people seemed interested and the auditorium was empty by 10:00 P.M.

3. We tried our best to win but nothing seemed to work very well today.

4. Well I'm not really sure if I should but I think I'll do it anyway.

5. On March 6 1975 the defendant was found dozing at 3333 Oak Inuvik Northwest Territories.

6. If you come to the party on time you'll be able to meet my dog the noble Bruce.

7. He read the book with great enjoyment and then he suffered over his book report.

8. Mr. Trudeau our French-speaking Prime Minister spoke to the English crowd.

9. I ate clams oysters grapefruit milk crackers and a bowl of snails.

10. He was reading the newspaper riding his bicycle and whistling at the same time.

11. Today is November 22 1976.

12. Where does the comma go in Vancouver B.C.?

13. Well I don't know about that.

14. Yes I do speak Greek French Spanish German and Latin.

15. Why of course if you want me to do it that way then that's the way I'll do it.

16. After lunch I went down to Woodwards and got a cake.

17. John walked down the street with his hands in his pockets and whistled.

18. John walked down the street and he carried a box of books on his back.

19. I spoke to Mr. Peters the school principal and he assured me it was ok.

© VCC

COMMAS

20. The man who gave us directions laughed after we left.

21. Mr. Brown who gave us directions laughed after we left.

22. The picture that hangs in the museum is quite famous.

23. McDonald's portrait which is a masterpiece hangs in the National Art Gallery.

24. The city which we live in is a beautiful place.

25. Vancouver which is the city of my birth is a beautiful place.

©VCC

6 USES OF THE COMMA

1. COMMAS SEPARATE ITEMS IN A SERIES.

EG. *During the holidays, we travelled to Vancouver, Edmonton, Winnipeg, Toronto, and Montreal.*

We travelled by car, by train, by bus and by airplane.

2. COMMAS SET OFF WORDS OR EXPRESSIONS WHICH INTERRUPT THE SENTENCE.

a. **Appositives** (see page Adv 69)

eg. *Shakespeare, the famous playwright, also wrote poems.*

b. **Direct Address**

eg. *Hurry up, Alice, or we'll be late.*

David, please come here.

c. **Parenthetical expressions like** *by the way, after all, for example, of course, however.*

eg. *By the way, I saw your brother yesterday.*

You will, I am sure, do very well if you try.

d. **Words like** *well, yes, no, why* **or** *oh* **when used at the beginning of a sentence.**

eg. *Yes, you are right.*

Oh, I wouldn't be too sure about that.

e. **A clause or phrase which is NOT necessary to the the meaning of the sentence.**

eg. *Mr. Smith, who is my science teacher, spoke to me,*

(Compare with-*The man who spoke to me is my science teacher.*)

© VCC

The crowd broke up suddenly, scattering in all directions.

(Compare with -*I watched the crowd scattering in all directions.*)

3. COMMAS ARE USED BEFORE and, but, or, nor, for, yet WHEN THEY JOIN COMPLETE SENTENCES(unless the sentences are very short).

eg. *I didn't know whether to wait any longer, for the postman had brought no word from you.*

I'd like to go, but I don't have enough time.

4. COMMAS ARE USED AFTER LONG OR CONFUSING PHRASES OR CLAUSES.

eg. *While the family went shopping, the dog guarded the house.*

At the edge of the woods near the water, he built a cabin.

After seeing John, Mary went to visit Carol.

5. COMMAS ARE USED AFTER THE SALUTATION AND THE CLOSING OF A LETTER.

eg. *Dear Joe,* *Sincerely yours,*

6. IN DATES AND ADDRESSES EVERY ITEM AFTER THE FIRST IS FOLLOWED BY A COMMA

eg. *Their son was born on Monday, May 1, 1974, in Vancouver, British Columbia.*

© VCC

QUOTATION MARKS

DIRECTIONS:

Read the following sentences. Decide if quotation marks are needed. Put in quotation marks where needed. If none are needed put an X beside the sentence. Punctuate where necessary.

A. 1. Sam was wondering if he could do the work required of him
2. I don't want to fail he said to his wife, Margaret
3. I know you'll do well replied Margaret if you try hard
4. But I don't know what is expected of me sighed Sam
5. He was still thinking about failing when he went to the new job the next day.
6. Well said the foreman are you the new man
7. Yes replied Sam nervously
8. Good said the foreman you can start working right now
9. After a short while Sam began to think he could handle the job
10. Everything is going to be just fine he thought to himself
11. How was your day asked Margaret as Sam came in the door
12. Just fine replied Sam it's going to be a great job

B. 1. Sally asked kim have you seen my shoes
2. They're under the bed answered kim where you left them
3. When sighed Sally will I ever learn
4. If you want to learn said the child you have to work hard
5. Some things are easy replied the teacher and some things aren't
6. If it rains again said Ruth i'll scream
7. Does the rain really bother you that much asked David
8. Oh sighed Ruth if you only knew

© VCC

PUNCTUATION

DIRECTIONS:

Punctuate and capitalize the following passage.

the problems of delay

the four engined aircraft was in trouble and the captains voice came over the loudspeakers

one of our engines is faulty but there is no danger we hope to arrive only five minutes late flying on three engines

some of the passengers were alarmed but one man said i wish youd calm down five minutes does not make much difference

soon afterwards however they heard the captains voice again

another engine has quit however we can fly on two engines and i hope that well be no more than half an hour late

some of the passengers seemed uneasy but the man spoke up again whats half an hour it doesn't matter very much

a half hour later they heard the captains voice again i am sorry to say that another engine has broken down we hope that we can make it on one engine but it means that well be at least an hour late

the man spoke up again and said i hope the last engine does not break down or well be up here all day

© VCC

PUNCTUATION

DIRECTIONS: Punctuate and Capitalize the following passage

he didnt know why for instance but when he flew at altitudes less than half his wingspan above the water he could stay in the air longer with less effort his glides ended not with the usual feet down splash into the sea but with a long flat wake as he touched the surface with his feet tightly streamlined against his body when he began sliding in to feet up landings on the beach then pacing the length of his slide in the sand his parents were very much dismayed indeed why jon why his mother asked why is it so hard to be like the rest of the flock jon why cant you leave low flying to the pelicans the albatross why dont you eat son youre bone and feathers i dont mind being bone and feathers mom i just want to know what i can do in the air and what i cant thats all i just want to know see here jonathan said his father not unkindly winter isnt far away boats will be few and the surface fish will be swimming deep if you must study then study food and how to get it this flying business is all very well but you cant eat a glide you know dont forget that the reason you fly is to eat jonathan nodded obediently for the next few days he tried to behave like the other gulls he really tried screeching and fighting with the flock around the piers and fishing boats diving on scraps of fish and bread but he couldnt make it work its all so pointless he thought deliberately dropping a hard won anchovy to a hungry old gull chasing him i could be spending all this time learning to fly theres so much to learn.

from JONATHAN LIVINGSTON SEAGULL by Richard Bach

© VCC

WRITING LONGER SENTENCES

DIRECTIONS: Combine each of the following pairs of sentences into one complex sentence:

1. That man is manager of the Odeon Theater.
   That man is giving out free tickets to crippled children.
2. John is a volunteer fireman.
   John put out the grease fire in the stove.
3. The city council signed the new contract.
   the contract called for a 15% wage increase.
4. I read the book.
   The book described the life of John A. MacDonald.
5. The river floods every spring.
   It runs right past my house.
6. John is my cousin.
   He is an airplane pilot.

An appositive is a word or phrase that stands next to a noun and renames it, for example: The book, a case study of BC flowers, was enjoyable. Mr friend, a pal from childhood, came to visit me. In 1 and 2 above the two sentences can be combined into one by forming an appositive. Can you do it? (Don't forget the commas that surround appositives.)

© VCC

SENTENCE COMBINING

DIRECTIONS: COMBINE THESE SENTENCES.

1. The farmer worked in the field.
   The field was full of wheat.
   The wheat was golden.
   The wheat was rotting.
   The farmer needed help.

2. The farmer had a son.
   The son had a beard.
   The son rushed to help his father.
   The son tripped over a rake.

3. The teacher was tired.
   The teacher had typed up an exercise
   The exercise was on sentence combining.
   The teacher gave the exercise to the student.
   The teacher moaned.

4. The students moaned.
   The students groaned.
   There were ten students.
   The students were night students.
   The students complained about the lesson.

5. The students were smart.
   The students worked hard on the lesson.
   The students changed the stupid lesson.
   The lesson changed into a fascinating story.

6. Snow fell on the mountains.
   The snow formed deep drifts.
   The snow was wet.
   The snow was heavy.
   The snow covered the grass.

© VCC

SENTENCE COMBINING

DIRECTIONS: Combine these sentences.

1. The man wore a toupee.
2. The man courted the ladies.
3. The ladies were beautiful.
4. The women wore corsets and corsages.

1. The man walked with a cane.
2. The cane was made of bamboo.
3. The man used the cane to salute his friend.
4. The friend had strawberry hair.

1. The woman was swimming.
2. The woman didn't look where she was going.
3. The woman ran into the wall.
4. The wall was red.
5. The woman screamed.

1. The butcher was bloody.
2. The butcher was hairy.
3. The butcher cut the meat.
4. The meat had come from Abbotsford.
5. Abbotsford is sunny.

1. The trip was fun.
2. The trip was long.
3. The trip was to Jamaica.
4. I took the trip.
5. The trip cost $800.

1. The house was old.
2. The house was wooden.
3. The house is owned by a former general.
4. The general still thinks he's fighting World War II.

© VCC

SENTENCE COMBINING

1. The lights went out.
2. The lights had been installed by a madman.
3. The man was named Jones.
4. The lights were in her house.
5. The lights were pink.

1. The dog licked his paw.
2. The paw had been wounded.
3. The dog was blonde.
4. The paw had been wounded by a stick.
5. The stick was dirty.

© VCC

SENTENCE COMBINING

DIRECTIONS: Combine these sentences.

1. The man had black hair.
   The man was fat.
   The man stepped on the road.
   The man tripped on the curb.
   The man cracked his skull.

2. The cat was singing outside the window.
   The cat was Siamese.
   The cat was red.
   I threw a shoe at the cat.
   The shoe was old.
   The shoe was Italian.

3. The politician was good-looking.
   The politician was clever.
   The politician fooled the people.
   The poltician convinced the people to vote against their own interests.

4. I made the soup.
   The soup made the guests sick.
   The soup was moldy.
   The soup was rancid.
   The guests left.

5. The canary ate the cat.
   The canary weighed 500 pounds.
   The cat weighed ten pounds.
   The canary was yellow.
   The cat was cowardly.
   The canary was satisfied.
   The canary burped.

6. The cat's brother was angry.
   The cat's brother was muscular.
   The cat's brother ate the canary.
   The canary got its revenge.
   The cat's brother got indigestion.

© VCC

RUN-ON SENTENCES

DIRECTIONS: Correct these run-on sentences

1. Mary called to him, John ran across the street and bought some pop, there were six bottles in the case.

2. I was walking on the beach, birds were flying everywhere it was beautiful.

3. The sailboats displayed their colours in the sun, I was picking up shells and the traffic was loud.

4. The popcorn vendor gave me five bags of popcorn and I looked out to sea. I saw a seal in the harbour and there was quite a commotion.

5. The lifeguard jumped in to save the seal from the vicious mugger, everyone laughed except the seal who didn't want to be rescued.

6. When I went to the circus I saw a seal, there was popcorn and we had fun.

7. After I moved away from the desert I developed a taste for whiskey sours, they are my favorite drink because I like sweets.

8. The price of chocolate has gone up a lot, that makes me sad because chocolate is my favorite vegetable.

9. Bird food has gone up in price since the food crisis began this event has changed the meaning of the expression, "That ain't chicken feed."

10. The hockey player hit the opponent then was forced into the penalty box he had to pay five minutes for his crime.

11. Going to the grocery store is no fun anymore. I don't like it when I can't afford to eat what I please fish are so expensive.

12. Jacques ran the flag up the pole and Marty was looking the other way, trying to catch Peter's eye.

13. The detective burst through the door, knocked down the youth he grabbed for his gun.

14. When the detective burst through the door, he knocked down the youth he grabbed for his gun.

15. The detective burst through the door, he knocked down the youth he grabbed for his gun.

16. The student didn't understand the exercise, but he tried hard, he believed it would soon become clear as transparent mud.

17. I like to soak in a nice hot bath, but some people prefer showers, there are many ways to keep clean saunas are nice.

18. Sentences are hard to punctuate but we must do it if we want people to understand our writing, there are many things to learn.

© VCC

COMPLEX SENTENCES

DIRECTIONS: In the following sentences underline the dependent clause and indicate the independent clause with a wavy line.

1. The woman who lives down the street loves cats.

2. If I get there before you do, I will give you a call.

3. The street where I live is not far from her.

4. The book that was lying on the shelf was about World War III.

5. We are practicing the grammar that we have learned.

DIRECTIONS: Change each of the following sentences into two sentences.

1. The book that I read described the stars of distant galaxies.

2. The gentleman who captured the thief was none other than J.P. Moneybags himself.

3. Dave Barrett, an ex-social worker, was premier of Canada's third richest province.

4. The tree that fell down weighed over three tons.

5. After the show ended we got up and made a midnight snack.

6. We went to see a movie about a boy growing up on the prairies.

7. Jane Smith, the girl who always sits next to me in class, helped me with the writing assignment.

8. They decided to buy a new chair because their rocker fell apart.

© VCC

RUN-ON SENTENCES

DIRECTIONS: Correct these run-on sentences

1. If I were smart I would take the weekend off and go to Hope they have beautiful scenery there and I like the restaurant at the corner of Oak and Fifth, it makes a beautiful place to end the day.

2. This paint is made from cottonseed oil and latex one gallon covers five hundred square feet I would buy it if I were you.

3. John has worked in that office for many years but he doesn't really enjoy it although he says he does I wouldn't want to be him.

4. We went to the movies last night The Last of the Mohicans was playing and it was great. When we got home we had zuchinni floats and fried rutabaga root.

5. He told me that he could not come to the lesson but I did not believe him, he has a nasty habit of avoiding the truth, he never was a Boy Scout, you know.

6. We got a letter from them this morning but it didn't say much they are going to the Rockies this summer when they get a chance.

7. I like spring, it was so beautiful yesterday that I thought I would cry, but tears remind me too much of rain and I've seen enough of that.

8. When you get the chance let me know and we'll go to the park together, the flowers should be blooming soon and Queen Elizabeth will be colourful.

9. Just when I thought I'd seen the last of those darned run-on sentences along came the teacher with a whole new batch of the cursed things I hate them.

10. Did you know that dogs are killing swans near Lost Lagoon, the swans are so trusting that they don't have a chance, and the dogs are very vicious, dogs are related to wolves, you know.

11. When I took a ferry to Victoria I saw a school of whales, it wasn't like an ordinary school because the whales seemed to be having a good time. The only similarity with our school was that the whales didn't seem to know what they were spouting off about.

12. As I came down the mountain a vicious grizzly growled hello I know it was impolite, but I didn't bother to reply I broke the record for the hundred yard dash.

© VCC

RUN-ON SENTENCES

13. One hundred thousand animals a year are put away by the B.C. Humane Society, and I think it's a rotten shame that people don't take measures to prevent unwanted pets coming into the world, it's such a simple operation.

14. If you can find the chocolates please let me know I'm so hungry I could die and I don't know if I have the energy to cook dinner because I worked so hard today and thank you very much.

15. Since you're up could you give me some more salad, I just love that dressing and I know that spinach is good for me, once I ate three pounds of it.

© VCC

FOUR SAIL

DIRECTIONS: Rewrite the following story. Make all necessary corrections.

When I was reading the newspaper the other day. I noticed that Woodwards was having a big sail. The page that had the ad on it. It was bordered in red and white colours. I tied my shoes clapped my sweaty hands together leapt to my feet and shrieked halleleujah. In short I was off to woodwards.

There was stacks of the latest style of shoes. Piles of the most beautiful dolls and mounds of false jewelry. The man who showed them to me and told me all of there best features. It didn't take much persuasion, I was sold all ready.

But what can I do with fourty Chatty Cathy dolls and forteen dolls that wet their pants on command. Those dolls that are very popular with kids but not to popular with there parents. I cann't give them away, nobody whants them. I know have eighteen pears of shoes but only two feet. What can I do. Walk on my hands. I have loads of jewelry that looks good on my dog but if I wear it out side people will laugh and shakes his head.

© VCC

WHEN YOU READ A STORY (COMPREHENSION)

KEY PROBLEM:

To understand and make use of what you read.

SOLUTIONS:

#Get the facts. Select what is important.

#Always check new information in the story against what you already know. Does it fit? If not, why not?

#Look for the connections between the facts. Put facts together in a meaningful way.

#Look for "THE MEANING". What is the story trying to tell you? What do the facts add up to?

#Evaluate for yourself. Decide whether you like the story or not, and then go further, to find the reasons why you did or did not.

#Read between the lines. Is there something behind the facts of the story that was not said outright?

REMEMBER:

When you read a story, you are looking at what someone else says on paper. You have to judge the writing as you would do when you are listening to someone; but you have the chance to be much more careful.

© VCC

WHEN YOU WRITE AN ESSAY ON A STORY

KEY PROBLEM:

To EXPLAIN CLEARLY AND CONCISELY IN WRITING WHAT YOU GET OUT OF THE STORY.

SOLUTIONS:

#Get the facts of the story.

#Put the facts together in a meaningful way. What do the facts add up to?

#Think. Go beyond the facts: evaluate, criticise, make connections and comparisons. Go from the specific fact to the general idea.

#Plan your essay before you start writing. Use brainstorming methods:

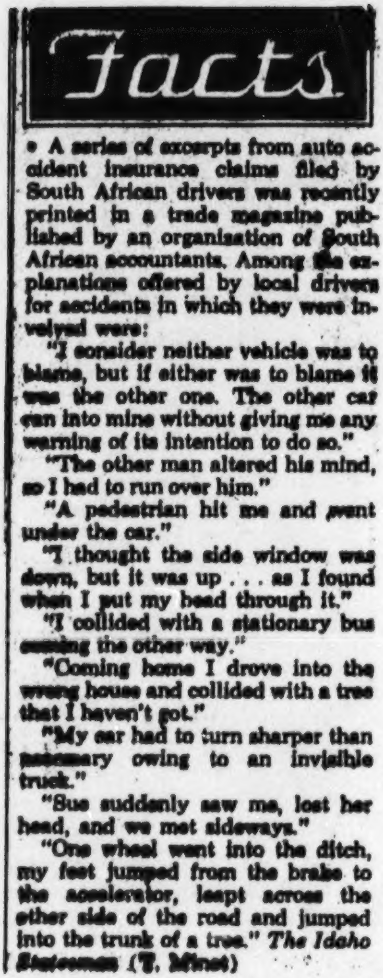
1. Make a list of all your ideas.
2. Select the most important ideas. (Choose the number of ideas according to the length of your essay: 3 for a short, 6 to 8 for a long essay.)
3. Arrange your chosen ideas in a significant or convenient sequence.

#Write in a natural, direct manner. Do not imitate the style of other essayists or that of the story.

REMEMBER:

The point of writing an essay is to communicate your particular experience of the story to the general reader.

© VCC



Facts

• A series of excerpts from auto accident insurance claims filed by South African drivers was recently printed in a trade magazine published by an organisation of South African accountants. Among the explanations offered by local drivers for accidents in which they were involved were:

1. "I consider neither vehicle was to blame, but if either was to blame it was the other one. The other car ran into mine without giving me any warning of its intention to do so."

2. "The other man altered his mind, so I had to run over him."

3. "A pedestrian hit me and went under the car."

4. "I thought the side window was down, but it was up . . . as I found when I put my head through it."

5. "I collided with a stationary bus coming the other way."

6. "Coming home I drove into the wrong house and collided with a tree that I haven't got."

7. "My car had to turn sharper than necessary owing to an invisible truck."

8. "Sue suddenly saw me, lost her head, and we met sideways."

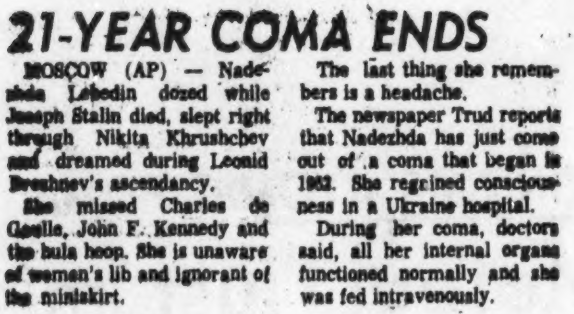
9. "One wheel went into the ditch, my feet jumped from the brake to the accelerator, leapt across the other side of the road and jumped into the trunk of a tree." *The Idaho Statesman* (T. Minot)

from NATIONAL LAMPOON - May 1974

1. Explain (in a few sentences) what is wrong in each statemen

2. Write a statement for each expressing what the person probably meant.

© VCC



21-YEAR COMA ENDS

MOSCOW (AP) — Nadezhda Lebedin dozed while Joseph Stalin died, slept right through Nikita Khrushchev and dreamed during Leonid Breshnev's ascendancy.

She missed Charles de Gaulle, John F. Kennedy and the hula hoop. She is unaware of women's lib and ignorant of the miniskirt.

The last thing she remembers is a headache.

The newspaper Trud reports that Nadezhda has just come out of a coma that began in 1952. She regained consciousness in a Ukraine hospital.

During her coma, doctors said, all her internal organs functioned normally and she was fed intravenously.

Vancouver Sun Jan. 25, 1975

1. What do you think Nadezhda's chief problems might be in adjusting to her new life? Support your statements by arguments and state your assumptions. (How old is she? What was her life like before the 21 year coma? Where is she going to try to live now? and so on.)

2. Write an imaginative account of waking up after 21 years of sleep.

©VCC

STRONG AS ATOMIC BOMB

Meteor 'just missed earth'

LONDON (Reuter) — A meteor packing as much energy as the atomic bomb used in the Second World War just missed the U.S. and Canada 18 months ago, American scientists reported today.

Described as "extraordinarily large and brilliant," it was seen by many observers in the western U.S. and Canada Aug. 10, 1972.

What they did not realize was how close the fiery meteor came to crashing into the earth with possibly catastrophic impact.

Now refined measurements from satellite tracking of the meteor show it sped along a course from Salt Lake City, Utah, north to Calgary, reaching a low point of only 38 miles above eastern Idaho, just south of the Beaverhead Mountain Range.

"If it had been at a slightly lower altitude, the damage would have been very extensive," the scientists wrote in the latest issue of Nature magazine. "The meteor very narrowly missed hitting the earth."

The meteor became hot enough over Utah for detection by infrared instruments aboard a satellite and colled below the detection treshold over Alberta.

It zoomed out of earth orbit again apparently without breaking up.

The scientists, R D Rawcliffe of the Aerospace Corp., Los Angeles, and C. D Bartky, F. Li, E. Gordon an D. Carta, all of the Aeroje Electrosystems Corp., o Azusa, Calif., said they calculated the meteor's diamete as only about 13 feet.

But its energy was "approximately the yield of the nuclear weapons which destroye Hiroshima and Nagasaki."

"Fortunately," he added, "meteors of this size are exceedingly rare."

Vancouver Sun February 20, 1974

1. Summarize the article in your own words.

2. What are your thoughts about meteors?

© VCC

Write an argument FOR or AGAINST:

1. Yolande McShane's guilt or innocence in this affair.

or

2. The right of the police to use a hidden camera,

or

3. Showing the program on public television.

Candid Camera

A bizarre "suicide" story

It begins as a typical, if pathetic, Mother's Day visit. Carrying a bunch of daffodils, a woman enters an old folks' home to visit her aged mum. After some small talk, their conversation abruptly shifts to suicide. "How many have you brought?" asks the mother.

"Fifteen."

"But does it take fifteen?"

"For most [people] ten are fatal, but if you take them with whisky, five are enough."

"It is a mortal sin."

"People are doing it left, right and center. It's not a sin any more—it's nothing nowadays. But it's up to you."

"But is it cowardly to do it?"

"No, it isn't cowardly. If you had a dog in this state, you would take it to the vet, wouldn't you?"

"A dog hasn't got a soul."

This chilling scene, filmed by a concealed police camera in a nursing home in East Sussex, is the dramatic heart of *The Case of Yolande McShane*, a powerful documentary shown last week on British television. The "case" began in March 1976 when Sussex police learned that Yolande McShane, 60, the wife of an artist, was urging her 87-year-old mother, Mrs. Edith Mott, to commit suicide. The daughter was deeply in debt and stood to inherit $70,000 upon her mother's death.

Having obtained permission from the nuns who cared for Mrs. Mott, police filmed the 3½-hour visit. As she left the home, McShane was arrested. The nuns searched Mrs. Mott's clothing and found 18 Nembutal tablets—more than enough to kill a healthy adult. Still on film, the mother explained that she wished to die. "It's because my daughter loves me so much that she wants to help me," she said.

The jury disagreed. After a 14-day trial early this year, McShane was convicted on charges of attempting to "aid, abet, counsel or procure" her mother's suicide and passing dangerous drugs. She was sentenced to two years in prison.

Enter Yorkshire TV, which decided that the case perfectly suited the network's goal of creating "socially committed documentaries that illuminate dark areas of our society." The producers persuaded McShane to tell her side of the story on camera. "My mother's been threatening to commit suicide for about 40 years," she explained. "It's a fantasy of hers." The lethal pills, she said, were a sort of "security" for her mother. As it happened, Mrs. Mott died of natural causes two weeks ago, ten days before the TV documentary went on the air.

Viewers' reactions were mixed, perhaps because of the sort of reasoning used by the *Times's* Michael Ratcliffe: "Suicide, euthanasia, privacy and surveillance: rarely can there have been a broadcast in which so many time bombs of universal interest were ticking away ... The Independent Broadcasting Authority [Britain's commercial TV watchdog] would have been irresponsible if it had prevented *The Case of Yolande McShane* from being shown. In the public interest? You bet it was." ■

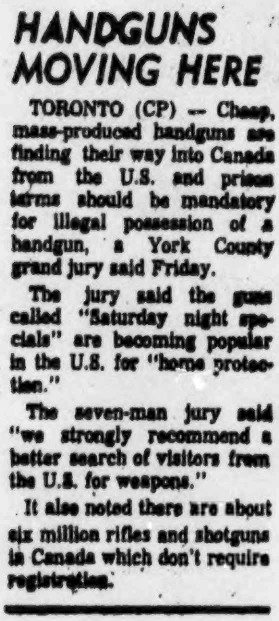
YORKSHIRE TELEVISION

Yolande McShane before going to prison

Some deadly pills for her aging mum.

TIME, SEPTEMBER 5, 1977

© VCC



HANDGUNS MOVING HERE

TORONTO (CP) — Cheap, mass-produced handguns are finding their way into Canada from the U.S. and prison terms should be mandatory for illegal possession of a handgun, a York County grand jury said Friday.

The jury said the guns called "Saturday night specials" are becoming popular in the U.S. for "home protection."

The seven-man jury said "we strongly recommend a better search of visitors from the U.S. for weapons."

It also noted there are about six million rifles and shotguns in Canada which don't require registration.

Vancouver Sun
March 16, 1974

1. Write a letter to the editor about this news item. Explain what you think about the situation and what should be done about it.

2. Write, for someone who has never tried before, detailed instructions on how to do one of the following.

   (a) How to use - a dictionary
       - a bicycle pump
       - a telephone

   (b) How to make a cup of tea or coffee.

   (c) How to make anything you have made.

© VCC

PARAPHRASE

DIRECTIONS:

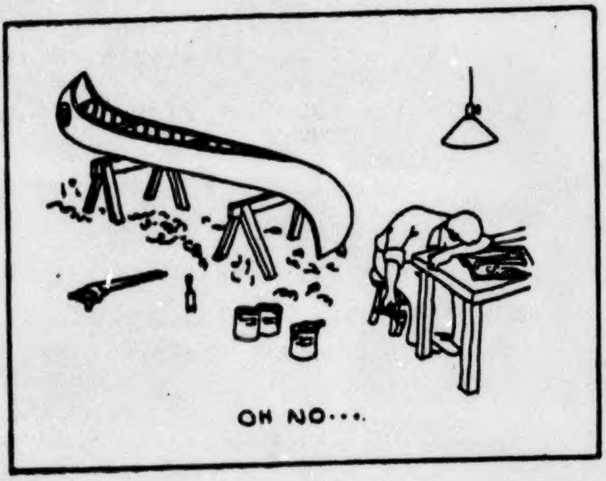
1. Paraphrase each Limerick. (Paraphrase: To express the same meaning in different words.)

2. Write your own views on each of the topics.

There was a faith-healer of Deal
Who said, "Although pain isn't real,
If I sit on a pin
And it punctures my skin,
I dislike what I fancy I feel."

God's plan made a hopeful beginning
But man spoiled his chances by sinning
We trust that the story
Will end in God's glory,
But at the moment the other side's winning.

© VCC



Write a letter to the person in the picture!

© VCC

THE BUSINESS LETTER

Keep good margins all around.

YOUR ADDRESS

space

DATE

2 lines of space

RECEIVER'S NAME
RECEIVER'S POSITION
COMPANY'S NAME
ADDRESS

3-5 lines of space

SALUTATION:

BODY OF THE LETTER

3-5 spaces here

CLOSING OFF,

your signature here

PRINTED/TYPED NAME

Please note: The dotted lines which indicate margins and spacing are only in your head.

© VCC

640 Main Street
Vancouver, B. C.
V4D 2H6

July 19, 1977

Joe B. Smart
Student
King Edward Campus
2750 Oak Street
Vancouver, B. C.
V6H 3N2

Dear Mr. Smart:

This is an example of one accepted form of business letter. If you can't type, a hand-written version is acceptable as well. Always set up your business letters with good margins. Whether you are typing or writing, clear legible presentation is a must!

This is the body of the letter. It is always written in paragraph form. Each paragraph should be indented. If you type, you may choose to leave a space between each paragraph and not indent.

The inside address of the person you are writing to should be the same as the address on your envelope. Remember - when you write a business letter, you will want a favourable response. Make sure your well-written letter appears neat and organized. You want to make a good impression!

Yours sincerely,

G. S. Instructor

George S. Instructor

©VCC

W
C R O S S
R
D
S

Make your own!

Follow crossword rules: the words must make sense vertically and horizontally. Each word must be a 'branch' of one 'tree'.

Competitive? Here is how you score.

1. You get one point for every square with a letter in it. You can count the number of blank squares and subtract that from 100.

2. You lose two points for an incorrect word or a floating word.

Your score________

© VCC

BIBLIOGRAPHY

Alexander, L. G., A FIRST BOOK IN COMPREHENSION, PRECIS AND COMPOSITION. Toronto: Longmans Canada, 1974.

Benner, P. & Law, V., BENNER TROUBLESHOOTER SERIES. Toronto: Houghton, Mifflin, 1975.

Boning, Richard A., SPECIFIC SKILL READING SERIES. New York: Barnell Loft, 1976.

Chapman, B., MOTT BASIC LANGUAGE SKILLS PROGRAM. Galien, Michigan: Allied Educational Council, 1972.

Clements, Z.J. & Burrell, Leon F., PROFILES: A COLLECTION OF SHORT BIOGRAPHIES. New York: Globe Book Company, 1975.

Clymer, T., et al., CONFLICTS, SPECULATIONS, AWAKENINGS, FAILURES, CHANGES. Toronto: Ginn and Company, 1973.

Day, U. & Lightbody, C., WORDS AND PATTERNS. Toronto: Scientific Research Associates, 1970.

Dixon, Robert J., GRADED EXERCISES IN ENGLISH FOR CANADIAN STUDENTS. Montreal: Regents Publishing Company, 1959.

Gronlund, Norman E., STATING BEHAVIORAL OBJECTIVES FOR CLASSROOM INSTRUCTION. London: Collier-Macmillan, 1970.

Henry, R. Lee, SYSTEM FOR SUCCESS. Chicago: Follett Educational Corporation, 1965.

Hill, L. A., ELEMENTARY STORIES FOR REPRODUCTION. Toronto: Oxford University Press, 1965.

Jackson, Anita, SPIRALS. London: Hutchinson, 1974.

Knowles, Malcolm F., THE MODERN PRACTICE OF ADULT EDUCATION: ANDROGOGY VERSES PEDAGOGY. New York: Association Press, 197

Laubach, F. C., et al., THE NEW STREAMLINED ENGLISH SERIES. Syracruse, New York: New Readers Press, 1969.

Mager, Robert F., PREPARING INSTRUCTIONAL OBJECTIVES. Belmont, California: Fearon Publishers Inc., 1975.

BASIC READING SKILLS. Glenview, Ill: Scott, Foresman & Co., 1970

NEW READING SKILL BUILDERS. Montreal: Reader's Digest Educational Division, 1969.

. . . . /2

READER'S DIGEST READING SKILL PRACTICE
Montreal: Reader's Digest Educational Division, 1969.

READING LABORATORY SERIES. Willowdale, Ontario: Scientific Research Associates, 707 Gordon Baker Road.

SPELLING. New York: Cambridge Book Co., 1971.

Paquet, L. and Foster, I., STUDY EXERCISES FOR DEVELOPING READING SKILLS. Toronto: Doubleday Canada Ltd., 1965.

Potter, Robert R., READING ROAD TO WRITING. Toronto: Globe/ Modern Curriculum Press, 1977.

Rauch, Sidney, WORLD OF VOCABULARY. New York: Globe Book Company, 1974.

Schacter, N. and Elliot, M., BASIC ENGLISH REVIEW (Canadian Edition Toronto: Gage Educational Publishing Ltd., 1976.

Thomas, Ves., TEACHING SPELLING: CANADIAN WORD USE AND INSTRUCTIO TECHNIQUES. Toronto: Gage Educational Publishing, 1974.

Verner, Coolie., ADULT EDUCATION. Washington, D.C.: Center for Applied Research in Education, Inc., 1964.